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College of Education
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Project School-to-School

Information Kit

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Project School-to-School Game Rules:

1) This game may be played by two or more players, each using a different button or coin for identification.

2) The order of playing is to be first determined by throwing a die.

3) At each turn a player advances his man as many squares as are indicated on the die, commencing at No. 1 and gradually travelling forwards and backwards around the map until square No. 64 is reached. The player first to reach the Project School-to-School Symbol (No. 64) wins the game.

4) Should a man be played into a square directing the player to advance or return to another square, the player follows the instructions given.

5) When a man is played into a square already occupied by an opponent, it takes its place. The first occupant is to return to No. 1 and begin the play again.

6) Upon reaching the final square, No. 64, the exact number must be thrown or the turn missed.

Bahamas
The Bahamas Islands are in an archipelago of some 3,000 islands many of which are barren, windswept and extend for some 500 miles in a south-easterly direction toward the island of Santo Domingo.

Area 5,386 square miles
Capital Nassau, New Providence Island
Population Estimated at 165,000.

Cayman Islands
Columbus, in the course of his fourth voyage in 1503, sighted the islands of Cayman, Cayo Brac and Little Cayman and named them "Les Tortugas" because of the large numbers of turtle. The islands were, for many years, the haunt of pirates and their earliest inhabitants were a mixture of shipwrecked sailors, buccaneers and deserters from the Civil War in the United States.

Area 100 square miles
Capital Georgetown
Population The people of the islands, estimated to number 10,000, are of varying origin. About twenty per cent are of African descent, twenty per cent European and forty per cent of mixed descent.

Jamaica
Jamaica was discovered by Columbus on 4th May 1494. The Arawaks, the original inhabitants quickly died off from European diseases against which they had no immunity, cruelty by the Spaniards and self destruction.

Area 4,411 square miles.
Capital Kingston
Population The principal racial groups include African, European, East Indian, Chinese, Syrian, Afro-European, Afro-East Indian and Afro-Chinese. The population is estimated at 2,000,000.

Bermuda
Bermuda was discovered by Juan de Bermudez about the year 1503. It lies well to the north of the West Indies on a direct route between Europe and the United States.

Area 20.59 square miles
Capital Hamilton
Population Estimated at 62,000.

British Virgin Islands
The British Virgin Islands were discovered by Christopher Columbus on his second voyage to the West Indies in 1493. In the early years, the islands were a favourite haunt of buccaneers and pirates.
There are over 60 islands in all with a total land area of 69 square miles but only 16 of them are inhabited.

Capital Road Town, Tortola
Population The people of the British Virgin Islands estimated to number 10,000 are mainly of African extraction with traces of Indian and Amerindian blood.

Turks & Caicos
The Turks & Caicos Islands are a British Colony consisting of two groups of islands at the southern extremity of the Bahamas. Traces of a primitive culture have been found on Middle Caicos but the islands, when first discovered by Juan Ponce de Leon in 1512, were uninhabited.

Area 166 square miles
Capital Grand Turk
Population People of African descent make up over 90% of the total population of about 7,500. Variation factors are a consistently high birth rate and movement, mainly young men in search of work, between the islands and the Bahamas. The latter giving rise to a predominantly female population over the age of 20 years.

St. Kitts, Nevis & Anguilla
Discovered by Columbus in 1493, these were the first West Indian Islands to be settled, and it was thus that St. Kitts acquired the proud title of "The Mother Colony of the West Indies".

Area A combined area of 136 square miles.
Capital Basseterre
Population Estimated 65,000.

Montserrat
Montserrat was discovered by Columbus in 1493, and was named by him after the famous mountain in Spain.

Area 39 square miles
Capital Plymouth
Population Estimated at 17,000.
An early settlement of immigrants from Ireland is responsible for the prevalence of commonly known Irish family names and the island itself is popularly known as "The Emerald Isle" of the Caribbean. It is claimed that many of its people speak with an obvious Irish brogue.

British Honduras
British Honduras is a British territory in Central America comprising a land-mass. It was formerly a major portion of the empire of the Mayas.

Area 8,866 square miles
Capital Belize City
Population is approximately 120,000 consisting of Mayas, Mestizos, Carib and Creoles. The official language is English but Spanish is spoken by about half of the population.

"By playing this game, it is hoped you will acquire a greater knowledge of the Commonwealth Caribbean, its peoples, its products and its history."

Robert Welch
Minister of Education

Antigua
The Island of Antigua was discovered by Christopher Columbus in the year 1493 on his second voyage to the West Indies.

Area with dependencies 170½ square miles.
Capital St. John's
Population: Basically, Antiguans are of African descent, with an estimated population of 62,000.

Grenada
Discovered by Columbus on August 15, 1498, Grenada and the islands of Carriacou and Petit Martinique make up an area of 133 square miles

Capital St. George's
Population The bulk of the population, estimated at 100,000, are descendants of the Africans imported during the slave trade years and, to a lesser degree, indentured labourers from the East Indies. Although English is the language generally used, French patois can still be heard among the older people in some of the villages. Like Canada, the island of Grenada was ceded to Britain by the Treaty of Paris on February 10, 1763.

Dominica
The island of Dominica is 29 miles long and 16 miles broad with a total of 289.5 square miles. It was discovered by Christopher Columbus in 1493.
Lying between the French islands of Guadeloupe and Martinique, it is described as the most ruggedly beautiful of all the West Indian Islands.

Capital Roseau
Population The island was at one time occupied by the Arawak, a peaceful people, who were massacred by the Caribs, a war-like people from South America. The present population is estimated to be 75,000. Although English is the official language, a local French patois is spoken by the majority of the people.

Trinidad & Tobago
Trinidad was discovered in 1498 by Columbus who took possession of the island on behalf of the crown of Spain.

Area 1,980 square miles.
Capital Port-of-Spain
Population The Amer-Indians found by Columbus disappeared and the island was later settled by the Arawaks who were, however, wiped out by the Caribs who raided but never settled in the island. In 1797, after it was ceded to Britain, the number of slaves increased rapidly. Then, after the Emancipation in 1834, immigrants came from Madeira, the Azores, Europe, the United States and the West Indies. Indentured labourers were brought from India between 1845 and 1917. Chinese indentured immigrants also added to the numbers.
Estimated population 1,100,000.

St. Lucia
The exact date of St. Lucia's discovery is unknown but the island appears on a Vatican Globe of 1529, under the name of Santa Lucia.

Area 238 square miles
Capital Castries
Population The population, mainly of negro stock being descendants of Africans imported into the island during the slave trade, is estimated at 125,000. English is the official language but a French patois, a survival of the island's historical past when it was several times occupied by the French, still exists.

St. Vincent
St. Vincent, including the Grenadine Dependencies of Bequia, Mustique, Mayreau, Canouan and Union Islands, were discovered by Columbus in 1498.

Area 150 square miles
Capital Kingstown
Population The indigenous inhabitants were the Caribs but these have disappeared partly because of wars, natural disasters (including the volcanic eruption of 1902) and partly through intermarriage with people of African descent. After the abolition of slavery in 1838, Portuguese workers and indentured labourers from the East Indies were imported. The population is estimated to be 100,000.

Barbados
Barbados, the most easterly of the West Indian islands, is believed to have been discovered by Portuguese explorers in 1536 who named the island after the bearded fig trees which were abundant.

Area 166 square miles
Capital Bridgetown
Population The island was originally populated by Arawak Indians, migrants from the South American mainland, of whom there has long been little trace, partly as a result of Caribs raids and partly because of deportation to the Spanish mines of HISPANIOLA. At present the population is predominately of negro extraction, white and mixed peoples, with a very small number of East Indians. The population is estimated at 260,000.

Guyana
Lying between Venezuela, Brazil, and Surinam on the northeast coast of South America, it's name, Amerindian in origin, means, "The Land of Waters".

Area 83,000 square miles
Capital Georgetown
Population Guyana, popularly known as the "Land of Six Peoples", is inhabited by people of African, East Indian, Portuguese, Chinese and European extraction, as well as by Amerindian tribes that live mainly in the forests and savannahs. Although the total population is passed the 500,000 mark concentration is mainly in the coastal areas.
English is the official language and generally taught in the schools although among the East Indians HINDI and URDU are used by Hindus and Muslims respectively.
The Amerindian people in the interior still adhere to their own language.

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Antigua Move to 11 4
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Return to 3 7
Amerindian 8
British Virgin 9
Move to 19
Social Studies 10
Nelson's Dockyard
Barbados 12
Return to 2 13
Bermuda 14
Move to 29
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Move to 25 18
Dominica 19
Educational 21
Return to 20 22
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Move to 33 24
Jamaica 25
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The following are excerpts from letters received from children in Commonwealth Caribbean countries:

I would like my school to twin with a school in Ontario because I would very much appreciate a personal pen friend from this region. I would like to have a wider knowledge about situations in Canada. I appreciate dealing with foreign schools, with children around my age. I also like associating with other schools especially in Ontario in order to discuss school problems with a personal friend. I also like international co-operation between the Commonwealth countries, thus improving my own country with ideas.

I would like my school to twin with a school in Ontario because I would love very much to correspond with people living in other parts of the world. I would like to help strengthen Commonwealth ties between Virgin Islanders and the people of Ontario.

I think that being a twin with a school in Ontario would enable us to open a two-way communication on facts pertaining to things like historical and geographical facts.

I would like my school to twin with a school in Ontario because we would be able to learn more about Canada and have friends there. It will strengthen Commonwealth ties.

I would like my school to twin with a school in Ontario because I would like to write to a girl in Canada. My hobby is visiting the hospital.

I would like my school to twin with a school in Ontario because it will help us in learning more about the life and surroundings of the people in Ontario. Also it will help us in gaining personal contact, which will give us a better understanding of the people in Ontario.

I would like my school to twin with a school in Ontario because I want to write to a boy or girl in Canada who has the same interest as I do. My interest is reading mystery books of the Bobbsey Twins written by Laura Lee Hope.

The following are excerpts from letters written by children in an Ontario school:

I think that twinning with a school in the West Indies is a wonderful idea because we can learn about the different life they lead there. I would like to learn about the way they think so far away from Canada.
I think this would give us a great chance to learn different ways and to make new friends. The people and their ways would probably interest us in such a way that we could maybe get new ideas for education, fads, fun and food. Their customs may be different but anything they do we do just the same, only in a different manner.

There are probably many pupils in St. Vincent who have never even heard of Scarborough, just as some of us had never heard of them before. But they would like to know about us, as we would like to know about them.

If we had a twin school in another country it would be a privilege to give and receive knowledge and articles. And conversing with letters would let countries get to know each other. If you ever went on trips you would have a friend to greet you and show you around.

I think it is a very good idea. We should learn more about other people besides ourselves. Every day we learn about other countries and people but it would be a good experience to know them personally.
We can learn their customs and the way their countries operate. We can learn the similarities between us and them.

Using my point of view, I believe that the relationship between two schools, having pen pals and other relations would be very nice. Things could be traded, like coins and stamps, and good friends could be made.

The idea of twinning is a very brilliant idea. It would be an honour for students who enjoy new islands or countries and new people.

What I think about twinning with another school in the West Indies: I think this would be a good idea because we could learn more about other people in other countries. Also we could learn their point of view about wars, what sort of things they do, such as games, what they eat and other things such as this. I think it would be something to think about.

The first Tuesday of each month will be the project day, to be called the name of the twinned island or country, e.g., British Virgin Islands Day, Grenada Day, Dominica Day. One project must be completed on the project day and a new group of students elected to work on the theme for the next project day.

Suggested Projects for Students:

Photographs: Students may provide photographs of themselves, their classroom and school.
Letters: Correspondence between individual pen pals may be started.
Taped messages: Although few recipient schools have tape recorders, some teachers use their personal equipment in the classroom, so that preparing and sending taped messages would be feasible.
Newspapers: Daily and weekly local newspapers might be exchanged. Removing the classified sections before mailing would reduce the cost of postage.
Flags: These might be exchanged, for display in the classroom.
Rocks and minerals: Exchange these for shell and leaf collections.
Coins: Sets of coins might be exchanged.
Recipes: Recipes and a list of the dishes served at a typical evening meal might be exchanged.
Local histories: Descriptions of local historic sites and monuments would be interesting.
Folk lore: These would be exchanged in written story form. Hallowe'en, for instance, has a very different meaning in the Caribbean.
Agriculture: Four "H" Clubs would send information on some of their projects — market gardening, for example.
Student visits: Fund-raising projects might be started to allow student visits during the summer of 1968.
Music: Records of popular and folk music would be exchanged.
Books: Those which provide information on Canada as well as books on other subjects, which can be spared, would be sent.
Postage stamps: These would be exchanged.
Artwork: Drawings of local buildings, trees, flowers and other objects which might be of interest would be exchanged.

Note: It is costly to mail heavy items by Air Mail Express, so limit the weight of your parcels and help your twinned school to complete its project successfully.

Project School-to-School

Ontario Department of Education
January 1968

"Children must learn to live in a world very different from the one their parents knew. Perhaps this need to prepare for change will give children a common ground to understand each other and work together. I can think of no subject of study more valuable for a boy or girl anywhere than getting to know how children live in other countries. If the children do this well, it will mean a great deal to the future understanding amongst all peoples."
U Thant

What is Project School-to-School?

Two years ago the Ontario Department of Education set up Operation School Supplies for the purpose of sending school furniture and books to the schools of the Commonwealth Caribbean.

To date over 10,000 pieces of furniture and 250,000 books have been sent to the area, but high shipping costs have limited the program to a considerable degree.

Several months ago Ontario's Minister of Education suggested that newly-established relationships with the Commonwealth Caribbean be continued and, if possible, extended. He suggested that a large-scale school-twinning project could make a meaningful contribution to existing courses of social studies as well as create better understanding and co-operation among Commonwealth partners.

The success of such twinning, however, would depend largely on the interest and support of the teachers and should not be limited to pen pal relationships. Students should be encouraged to devise a variety of ways and means of communicating with each other. For instance, projects could reflect local histories, legends, cultures, industry, agriculture, sports, recreation, hobbies. Newspapers, flags, photographs, scrap books, taped messages, songs may be exchanged.

All grades would be encouraged to participate in Project School-to-School, although creative projects would be exchanged only by students of Grade 6 and higher. Teachers of lower grades could participate themselves and involve their students by corresponding with teachers of comparable grades. Young students would be encouraged to say what they would like their Commonwealth Caribbean friends to know about them.

Projects reflecting the culture of Canada could and should also provide recipient schools with information about this country's technological progress.

Objectives of Project School-to-School:

To develop in the Canadian student an awareness of day-to-day life of young people in other Commonwealth countries

To present to students elsewhere a picture of life in Canada

To inform students of the history and geography of other lands

To make social studies a true-to-life experience

To illustrate through interchange the differences in cultures

To stimulate creativity in crafts and arts

To develop group leadership qualities

To exchange correspondence and taped messages

To encourage student exchange visits

To contribute to the material needs of twinned school

Twinning for the Future

In a world growing more and more complex with the passing of each day, it becomes increasingly necessary to do everything possible to open new lines of communication between peoples.

Twinning — establishing close relationships between schools in Canada and schools in Commonwealth Caribbean countries — could go a very long way toward bringing together the ideas, feelings and aspirations of young people of two cultures.

Such a project, carefully planned and conscientiously executed, can provide these young people with an understanding that will unquestionably prove invaluable when, their school days behind them, they become involved in the task of making their world a better and more fruitful place in which to live.

William G. Davis

William G. Davis,
Minister of Education

The following Commonwealth Caribbean countries have been invited to participate in Project School-to-School:

Antigua, Bahamas, Barbados, British Honduras, British Virgin Islands, Cayman Islands, Dominica, Grenada, Guyana, Jamaica, Montserrat, St. Kitts, St. Lucia, St. Vincent, Trinidad.

You may enroll in Project School-to-School by completing the following application and sending it to:

Project School-to-School
Ontario Department of Education
44 Eglinton Avenue West
Toronto 12, Ontario

Please twin my school ☐ my classroom ☐
with a Commonwealth Caribbean school.

Name of school

Address

Information about my students:

Number of boys

Number of girls

Ages of students

My name (printed)

Title (or grade taught)

PROJECT SCHOOL-TO-SCHOOL

Join Hands and Hearts

We dedicate this calypso
From the Caribbean Isles to Ontario.
By twinning school to school may we see,
This world is a better place to be.

Chorus:

Join hands and hearts across the seas,
From Canada to the West Indies.
Sing the song of unity,
And may our nations closer be.

Seas separate, but they can't divide,
These friendly hearts that are open wide.
Commonwealth ties are there to bind,
In freedom may we always find.

Let's take a pledge that will make us strong,
One people, one world, all along.
Forever closer may we be,
In knowledge and in harmony.

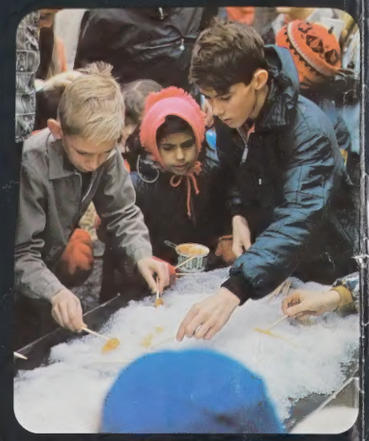
Small world isn't it, you hear them say:
You're here now, there another day.
Open the doors of friendship wide
And a warmer welcome on every side.

Project School-to-School

"Children must learn to live in a world very different from the one their parents knew. Perhaps this need to prepare for a change will give children a common ground to understand each other and work together. I can think of no subject of study more valuable for a boy or a girl anywhere than getting to know how children live in other countries. If the children do this well, it will mean a great deal to the future understanding amongst all peoples." – U Thant

Modern teaching aids help in mastery of the new mathematics. Photo/Robert C. Ragsdale.

Eager hands reach for letters and surprises from a twinned Caribbean school. Photo/John Gillies.



Maple syrup candy makes a delicious treat for this outdoor class. Photo/Ontario Dept. of Tourism.

Examination time is serious. Only a small number of qualified students can go on to secondary school.

Gyms aren't necessary. Students keep in shape on one of the Caribbean's many sunny beaches.

Teachers give individual attention. Photo/A. Maggs.

Thought-provoking discussions and projects will follow from a trip to the McLaughlin Planetarium. Photo/Burton Kramer.

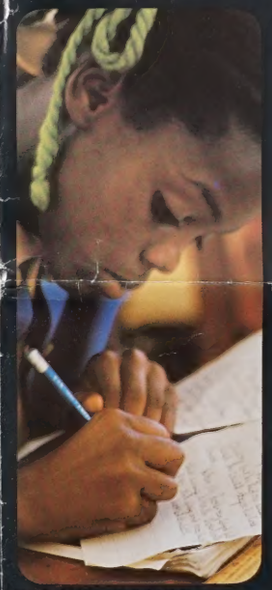
Ontario French-language school. Photo/A. Maggs.

Indian craftsman adds finishing touches to a totem pole. Photo/Ontario Dept. of Tourism.

Ontario ski season lasts from December to April : above, a class learns the latest technique. Photo/Toronto Star.

Industrial arts students working on a sculpture project. Photo/John Gillies.

Independent study encourages students to work on their own. Photo/Arnaud Maggs.



"Dear Pen Pal, My name is Priscilla Adams. I am ten years old . . ."

Teachers help youngsters prepare projects to send to their Ontario "twin".

Outdoor classrooms are a common sight in the West Indies.

Denominational schools provide both learning and fun for youngsters.

Doing homework with many brothers and sisters around can be distracting. Caribbean photos/Bahamas News Bureau.

Basic classroom tools, pencils and exercise books, are often in short supply.

Made-up games help compensate for a lack of recreational and athletic equipment.

Many combine a teaching career with the carefree life on an island in the sun.

How an Idea Grew

Project School-to-School is a twinning program which pairs students in Ontario's schools with others of the same age throughout the Commonwealth Caribbean. It was conceived as a follow-up to Operation School Supplies. The Ontario Department of Education felt that this relationship should be continued, and if possible extended. Thus was born the idea of a twinning program. A pilot project in February 1968 paired 16 schools in Ontario with 16 schools in the British Virgin Islands to test reaction and interest. The pilot was well received and within a month applications came pouring in from kindergartens to senior classrooms.

What Does Project School-To-School Do ?

Through twinning, students are developing an awareness of day-to-day life of young people in other Commonwealth countries. Social studies becomes a true-to-life experience ; cultural differences are being understood and racial differences forgotten. School-to-School has stimulated creativity in arts and crafts, encouraged exchange visits, taped messages and penpal friendships. Students have a chance to express themselves and to work with others. Ontario students also contribute to the material needs of the twins.

Student Exchange on Different Levels

No student is too young or too old to participate in Project-School-to-School. Today, 2,600 schools and classrooms with 250,000 participants from kindergartens to community colleges are involved. At the kindergarten level, teachers encourage the exchange of art work ; youngsters in the primary grades write letters and exchange project booklets ; in secondary schools, teenagers exchange taped dialogue, sometimes movies ; one community college sent a renovated truck for use as a school bus at a teachers' college on the island of Dominica. Twinning does not work by itself. The teacher motivates, establishes lines of communication and supervises exchanges, but students must do the rest. When a grade is twinned, the relationship should survive as the years pass, providing an opportunity to share experiences.

Who is Involved ?

Boys and girls in kindergartens, primary schools, high schools, and community colleges throughout Ontario. *Their counterparts* in Antigua, Bahamas, Barbados, British Honduras, British Virgin Islands, Cayman Islands, Dominica, Grenada, Guyana, Jamaica, Montserrat, St. Kitts, St. Lucia, St. Vincent, Trinidad, Turks and Caicos. *Students in schools for the blind, deaf, physically handicapped and mentally retarded.* Current efforts are aimed at expanding twinning relationships with these schools. Friendships, formed in braille, have been established between the School for the Blind in Brantford and a similar school in Trinidad. *Indian students* from the Six Nations Reserve near Brantford are twinned with a class of Trinidadian students. *Air Canada*, a federal government agency, in co-operation with various airlines in the Caribbean, transports, free of charge, project mail from West Indian schools to Toronto International Airport. Here the proper postage is affixed and the mail sent to participating schools in Ontario. *Appointed coordinators* in each of the territories ensure the smooth functioning of the program and straighten out difficulties. *Project coordinator* in Toronto liases with the local coordinators.

There's a Symbol and a Song

A calypso, *Join Hands and Hearts*, was written by two Trinidadians living in Toronto. A recording has been made and it is sung by children throughout the West Indies. This year, West Indian students will have the opportunity to write their own verses, identifying their country or region. By sending their contribution to the project coordinator in Toronto, they will receive an embroidered crest of the project's symbol. Similarly, Ontario students who tell in 25 words or less, what the symbol means to them, will also receive the embroidered crest. The symbol, a sun and an "s" containing directional arrows, provokes a variety of interpretations. It depicts the two-way exchange character of the program ; the need for mutual interest and cooperation ; the bridge between Canadian and Commonwealth Caribbean children and teachers ; communication between different cultures and races ; exchange visits. What does it mean to you ?

For the Future

Besides stimulating healthier relationships between people of various cultures in Canada and the larger world community, Project School-to-School has torn down the four walls of the classroom. It has extended horizons and provided students with incentive and purpose. The far-reaching effects are yet to be seen. 1970 has been declared International Education Year by the United Nations. During the '70's, Project School-to-School should take on special significance, continuing to grow, prompting shared experiences which enrich the lives of young people throughout the Commonwealth.

Teachers wishing to register their classes, should write to :
Coordinator, Project School-to-School, Special Projects Section,
Ontario Department of Education, 40 Eglinton Avenue East,
Toronto 315, Ontario, Canada

PLACE STAMP HERE

Project School-to-School
Ontario Department of Education
Mowat Block, 16th Floor,
Queen's Park,
Toronto 182, Ontario.

Project School-to-School means to me

This symbol means to share something in common, to bring two countries together. To hold hands tightly. To make friends once again.
Diane Dalley
Bellewood School
Windsor

The project school-to-school symbol means to me that schools all over the world are uniting to make the people all over the world a little closer together.
Douglas Bowers,
Glen Tay Public School
Perth

Project school-to-school means to me, you get to communicate with a friend, and finding out what that part of the world is like.
Jo-Ann Dube,
St. Columban's W. School
Cornwall

The symbol gives me the feeling of learning in a more meaningful way.
Gary Cranston
C.B. Stirling School
Hannah

Project school-to-school means love and friendship and understanding and respect for one another.
Ronda
Keith Wightman School
Peterborough

School-to-school is a new friend in a new land. This project enables you to learn and also have fun while getting acquainted with a new friend.
Barb Silinski
Hilltop Senior Public School
Weston

Enquiries should be mailed to
Co-ordinator

Project School-to-School
Ontario Department of Education
Mowat Block, Queen's Park
Toronto, Ontario,
Canada.

Ontario Department
of Education

Project School to School

A Social, Educational and Cultural Bridge.

"Project School-to-School provides young people with an opportunity to establish personal friendships and to exchange classroom projects reflecting their cultural and historical backgrounds. I can think of no better way of making the social studies program an exciting and true-to-life experience for our young people."

Robert Welch

Robert Welch
Minister of Education

What is Project School-To-School?

Project School-to-School is another name for friendship between Ontario and Caribbean schools, classes and students. Twinning is one-to-one contact between people. The project has been endorsed by the Ontario Department of Education and the ministries of education in each participating Commonwealth Caribbean country. Friendships have been established through the exchange of letters and classroom work, photographs and taped messages. Teachers share ideas and teaching methods to gain a better understanding of others and greater knowledge of educational standards in another country.

Why?

Awareness of ideals and cultural values has gained increasing importance in our quickly-shrinking world. Jet travel has closed the distance gap between Canada and almost every other country. Exchange of classroom projects which reflect cultural and ethnic backgrounds are stressed through participation in Project School-to-School. Thus youngsters develop an awareness of culture and an appreciation of differences in others.

Who participates?

By February 1, 1971, about 7,000 classrooms–half in Ontario and half in the West Indies–were participating in Project School-to-School. Youngsters and their teachers from kindergarten level to those in community and teachers' colleges are involved. Eligibility is not limited to those attending regular schools. Blind and physically handicapped students have also formed enriching friendships.

What countries participate?

Every Commonwealth Caribbean island, state and nation–Antigua, Bahamas, Barbados, Bermuda, British Honduras, British Virgin Islands, Cayman Islands, Dominica, Grenada, Guyana, Jamaica, Montserrat, St. Kitts, St. Lucia, St. Vincent, Trinidad, Turks and Caicos.

Why the Caribbean?

Canada and the West Indies historically have a lot in common. From Canada's earliest days she has traded with Caribbean countries. Both were eventually colonized by Britain and they follow similar legal, judicial and parliamentary systems. English is the common tongue. Both are located in the Western Hemisphere and air travel has hastened exchange of letters and low-priced group visits.

How do students communicate?

Personal communication between two culturally different groups has helped to bridge vast technological and economic gaps. Regular letters, prepared project books, classroom exhibits, science projects, day-to-day classroom work, art, exchange visits and tape recorded messages are ways in which the students of Ontario "talk" with their West Indian twins.

At the community college level, an international relationship has been developed with similar institutions in the Commonwealth Caribbean. Shared administrative and academic know-how have helped to hasten the growth of an expanding community college system in the Caribbean. Several months ago, contributions of poetry were solicited from elementary school pupils, and printed in a book entitled *Where Better to Begin*, available from: The Special Projects Unit, Ontario Department of Education.

Join hands and hearts

Join Hands and Hearts sung by West Indian elementary school pupils has been recorded and is available from The Special Project Section. A recent filmed 16mm. 20-minute color movie, "Join Hands" is also available for use by schools, church organizations and service clubs. Write to: The Learning Materials Service Unit,
Ontario Department of Education,
559 Jarvis Street, Toronto 285, Ontario.

The project symbol

Two white arrows on a brown background is the Project School-to-School symbol. The arrows suggest the two-way flight of communications required to make Project School-to-School a success.

Project School-to-School

You may enroll in Project School-to-School by completing the following application and sending it to:

Please twin my classroom ☐
with a Commonwealth Caribbean school.
(A separate application must be filed by each individual classroom wishing to participate in Project School to School.)

Name of school

Address

Information about my students:

Number of boys

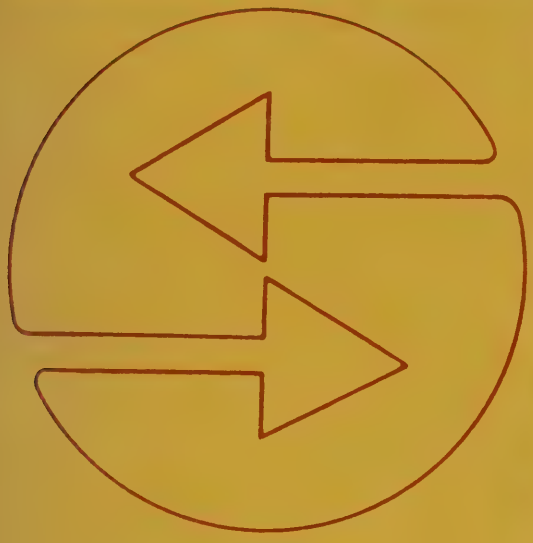
Number of girls

Ages of students

I agree to have my pupils forward a project a month to our twinned school in the Caribbean.

My name (printed)

Title (or grade taught)



Project School to School

Name of School

Address

Teacher's Name

Grade

Place Caribbean class photograph here. . .

Name of School

Address

Teacher's Name

Grade

Place Canadian class photograph here. . .

Project
School-
to-
School

Ontario Department
of Education

40 Eglinton Avenue E.
Toronto 12, Ontario
Canada

Telephone 365-1320

RE: PROJECT SCHOOL-TO-SCHOOL

Pen pal relationships between Canadian and Commonwealth Caribbean students are excellent for developing personal friendships and should be encouraged. However, some organized class activities should be conducted in order for the class to acquire a better appreciation of the credibility gap existing between them and students of a developing country.

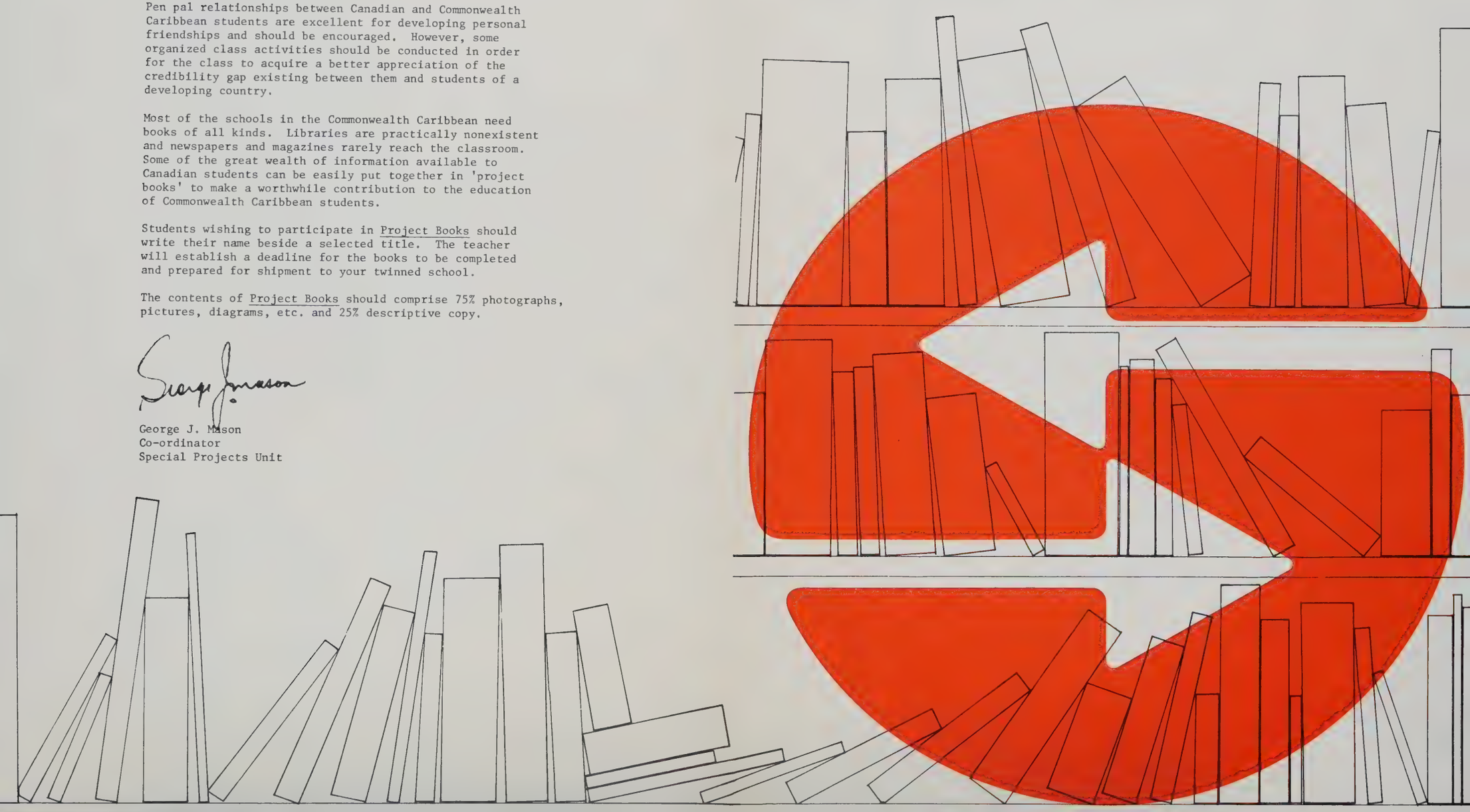
Most of the schools in the Commonwealth Caribbean need books of all kinds. Libraries are practically nonexistent and newspapers and magazines rarely reach the classroom. Some of the great wealth of information available to Canadian students can be easily put together in 'project books' to make a worthwhile contribution to the education of Commonwealth Caribbean students.

Students wishing to participate in Project Books should write their name beside a selected title. The teacher will establish a deadline for the books to be completed and prepared for shipment to your twinned school.

The contents of Project Books should comprise 75% photographs, pictures, diagrams, etc. and 25% descriptive copy.

George J. Mason
Co-ordinator
Special Projects Unit

Project Book Ideas



5-page project books

Write your name under the topic which interests you

Farming in Ontario

The Canadian Fashion Industry

Hydro Electric Power

Nuclear Power

Niagara Falls

A Canadian Federal Election

The Postal System

The Provincial Government

The Municipal Government

Pulp and Paper Industry

Commercial Fishing

Automobile Industry

Air Canada

The Turbo-Train

National Parks

The O'Keefe Centre

The Royal Ontario Museum

Wild Animals of Canada

Birds of Canada

Indians

Eskimos

Canadian Scientists and their Contributions

Fruit and Vegetables of Ontario

My Favourite Canadian Poetry

The C.N.E. or a Country Fair

The Many (Ethnic) Faces of Canada

The Fathers of Confederation

The Rocky Mountains

The Arctic

The Stratford Festival

Canadian Prime Ministers

Our School

Recipes of Favourite Dishes

Canadian University Services Overseas (CUSO)

Canada's Flag — Provincial Flags

Canadian Currency

Toronto City Hall

The St. Lawrence Seaway

Wheat: Production, Storage & Shipping

Trades in Canada — The Education Requirements

Professions in Canada — The Education Requirements

Electric Appliances and Their Uses

Plantlife of Ontario

Insects Unique to Ontario

My City, Town or Village

Mining in Canada

The Great Lakes System

Summer Sports

Winter Sports

Canadian Art

Project School-to-School

CLASS PROJECT NO. I

5-PAGE PROJECT BOOKS

Farming in Ontario _____

Mining in Canada _____

Lumbering _____

Hydro Electric Power _____

Nuclear Power _____

Niagara Falls _____

Forts in Canada _____

The Federal Government _____

The Provincial Government _____

The Municipal Government _____

Pulp and Paper Industry _____

Commercial Fishing _____

Automobile Industry _____

The C.N.E. or a Country Fair _____

Air Canada _____

The Rapido - C.N.R. _____

Man and His World _____

The O'Keefe Centre _____

The Royal Ontario Museum _____

Wild Animals of Canada _____

Birds of Canada _____

Indians _____

Eskimos _____

What is a Co-Operative? _____

What is a Credit Union? _____

My Favourite Canadian Poetry _____

Canadian Art _____

The Many (Ethnic) Faces of Canada _____

The Fathers of Confederation _____

The Rocky Mountains _____

The Arctic _____

The Stratford Festival _____

Dr. Frederick Banting-
Discoverer of Insulin _____

Hon. Pierre E. Trudeau,
Prime Minister of Canada _____

Hon. John P. Robarts,
Prime Minister of Ontario _____

Canadian University Services Overseas
(CUSO) _____

Canada's Flag - Provincial Flags _____

5-Page Simple Science Experiments _____

Toronto City Hall _____

The St. Lawrence Seaway _____

Wheat: Production, Storage & Shipping _____

Trades in Canada - The Education
Requirements _____

Professions in Canada - The Education
Requirements _____

Electric Appliances and Their Uses _____

Minerals: Descriptions and Uses _____

Trees in Ontario _____

Fruit in Ontario _____

Vegetables in Ontario _____

The Great Lakes System _____

Summer Sports _____

Winter Sports _____

Project School-to-School

Ontario Department of Education

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Toronto 12, Ontario
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Telephone 365-1320

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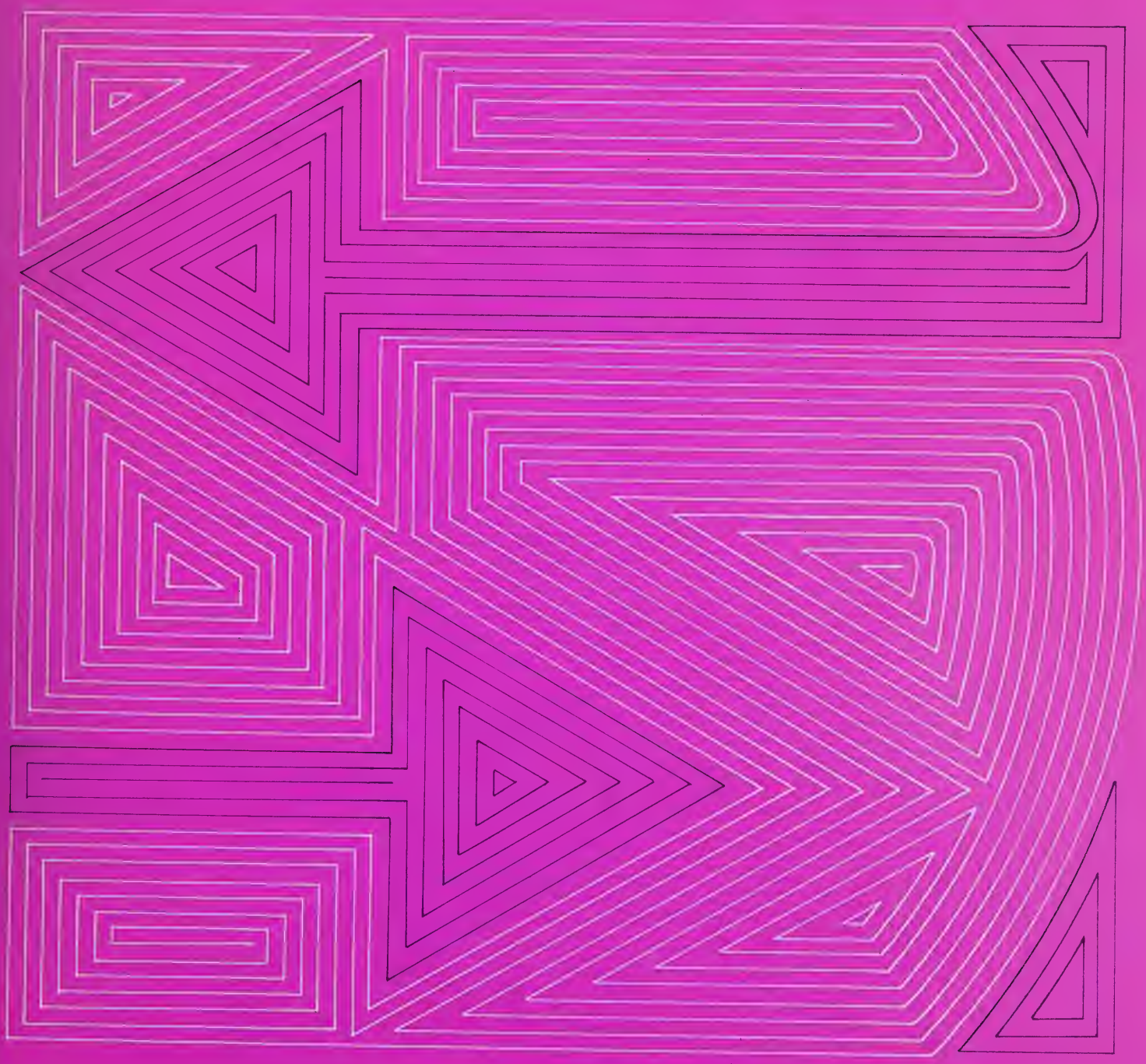
George J. Mason
Co-ordinator
Special Projects Section

Ontario
Department of
Education

Project
School-
to-School

Teachers' Guide



Introduction

The purpose of this brochure is to suggest various ideas for Ontario and West Indian teachers to supplement their own programs in Social Studies through Project School to School. The brochure offers suggestions for both in-class activities and projects which could be sent to the Ontario or West Indian twin. These are suggestions only. Undoubtedly, teachers will find many other interesting topics and activities to exchange with their twin classroom.

Agricultural Produce

Topics of interest to your twin:

Types of agricultural produce

Relationship of agricultural produce to the economy

People involved in agriculture

The harvesting of sugar cane

Water problems

New agricultural developments

Suggestions for class activities:

Have the students discover and list the number of West Indian items exported to Canada and the number of Canadian items exported to the West Indies.

Have the students prepare a large map of their province or island. Draw or paint pictures of the different agricultural products. Paste them on the map in the areas where the products are grown.

Suggestions for project books:

Prepare a scrap-book showing the process of one agricultural product from its planting to its various finished products.

Prepare a chart showing the importance of each major agricultural product to the economy of your country, province or island.

Architecture

Topics of interest to your twin:

Types of building materials

Description of local homes or facilities

Description of local village, town or city

Historical buildings and landmarks

Suggestions for class activities:

Paint or draw pictures of local homes and buildings.

Make a plaster of paris or clay model of your local area showing your school and other important buildings or landmarks.

Suggestions for project books:

Organize a scrap-book which relates the history of your village, town or city through short paragraphs and pictures.

Organize a scrap-book to illustrate the various types of houses and buildings in your area.

Climate and Geography

Topics of interest to your twin:

Description of the geography of your island or province

Effect of geography on transportation and communication

Effect of geography on industry

Effect of geography on plantlife and wildlife

Description of your climate and seasons

The geographic history of your community. Did it have an ice age? Is it volcanic?

The effect of climate on transportation, communication, industry and wildlife.

Suggestions for class activities:

Through poetry or music, describe the yearly seasons in your area.

Chart the geography of your island or province.

Collect or draw pictures of the different types of wildlife and/or plantlife in your area.

Through paintings or drawings, show how climate affects transportation and day-to-day living in your community.

Suggestions for project books:

Collect drawings or pictures of various types of wildlife or plantlife and organize them into a scrap-book.

Through scrap-books, depict the geographic history of your island or province. Show and describe the different types of industry which have arisen because of your particular climate or geographic conditions.

Communication

Topics of interest to your twin:

Local newspapers

Radio stations and broadcasts

Telephones

Telegraph and telegrams

Television

Libraries

Magazines

Suggestions for class activities:

Have your class study your local newspaper. Take into account the methods by which it is published and the number of subscribers.

Prepare, in class, a radio program that students could present to their twins encouraging them to visit your country.

Suggestions for project books:

Collect interesting articles from your local newspaper. Organize them into a scrap-book and send them to your twin.

Currency and Postal System

Topics of interest to your twin:

The appearance and value of your currency

Stamps — appearance and value

The postal system

How to buy at the market

Mail transportation

Suggestions for class activities:

Using a chart, compare your own currency with that of your twin. Use a play-acting situation to trace the progress and different steps of a letter sent from your school to your twin.

Visit your local post-office to see how the postal system works.

Suggestions for project books:

Collect different valued stamps to send to your twin.

Describe how you would shop for groceries, clothing and wares for the home.

Education

Topics of interest to your twin:

A description and plan of your school.

The subjects you study

Interesting features of your school

School holidays and special school events

Your local system of education

Government people in charge of education

Suggestions for class activities:

Make a scale drawing of your school showing the classrooms, gymnasiums, and washrooms.

Describe a lesson in one subject area.

Have the students take turns to instruct their classmates on different topics regarding their twin, such as climate and industry.

Suggestions for project books:

Keep a class diary of a week of school lessons and activities.

Make a scrap-book centred on the history of your school.

Construct a chart showing the different levels in the education system of your island or province.

Folk Tales, Crafts and Music

Topics of interest to your twin:

Local legends and folk-tales

Important poets of your country

Local crafts

Crafts in industry

Types of music important to you

Means of communicating music

Musical instruments used

Suggestions for class activities:

Through play-acting, illustrate one of the legends relating to the area of your twinned school.

Through painting or drawing, have the children illustrate one of their favourite local legends or folk-tales.

Collect as many different types of local crafts as possible. Label and display them for the rest of the school.

Suggestions for project books:

Use a scrap-book to illustrate the importance of crafts to your industry.

Exchange local songs with your twin.

Games and Sports

Topics of interest to your twin:

National sports

Games learned at school

Sports that differ from those of your twin due to climate

History of your national sport

Swimming and water sports

Hobbies in sports

Suggestions for class activities:

Learn to play your twin's national sport. Compare it with the sport of your country.

Learn to play a game that the children at your twinned school play.

Suggestions for project books:

Collect and describe the different types of games that the children at your school play. Illustrate them in a scrap-book and send them to your twin.

Organize a scrap-book containing the names and small articles of as many of the Canadian or West Indian people, as possible, who have contributed to sports throughout the world.

Industry

Topics of interest to your twin:

The major industries of your country

The people involved in industry

The lack of industry and why

The role of agriculture

Farm animals and farm products

Unique industries in your area

Suggestions for class activities:

Visit a factory, farm or dairy in your area and report your findings in class.

Introduce a person from a local industry to discuss that industry with the class.

Suggestions for project books:

Complete a scrap-book on the major industries of your province or island.

Organize a scrap-book on the different people and their jobs in the various industries.

History

Topics of interest to your twin:

The history of your flag

The discovery of your island or province

Early inhabitants

The history of your capital city

Important battles

The influence of slavery on your history

Old customs still practised today

The different racial groups that make up your population

Suggestions for class activities:

Paint or draw scenes that depict the discovery of your island or province.

Visit a local museum and discuss, in class, how life has or has not changed since the early days.

List various customs of your island or province and trace them back to their origins.

Suggestions for project books:

Complete a scrap-book on the history of your island or province.

Organize a scrap-book listing the different racial groups in your area and their contributions to your culture.

Transportation

Topics of interest to your twin:

Passport regulations

Local means of transportation within your community

Your local airport and railway station

Transportation of exports and imports

People in transportation, e.g. bus drivers

Types of roads and their use

Interesting and unique features of your transportation methods

Suggestions for class activities:

Through drawings or paintings, depict local transportation methods.

Through poetry, describe the transportation methods of your twinned school.

Invent games centred on transportation.

Suggestions for project books:

Study the history of one type of transportation, such as the automobile. Complete a scrap-book on this idea.

Study your local airport and complete a scrap-book on this topic.

NORTH AMERICA

THE CARIBBEAN

REPORTS FROM ALL OVER SEE PAGE THREE

the link

'The Link' is produced by Special Projects Unit, Curriculum Branch, Ontario Department of Education, for distribution to teachers in Ontario and Commonwealth Caribbean schools who participate in Project School-to-School.

STUDENTS NEED SCIENCE — SEE PAGE TWO —

THE LINK TORONTO, ONTARIO VOL. 2, NO. 1, 1971

Inter-Province Twinning

Ontario/Quebec Exchange To Be Introduced In November

A Twinning program between grade seven and eight pupils in Quebec and their Ontario counterparts is to be launched in November as a test of inter-provincial linguistic and cultural enrichment.

The move follows the substantial success of exchange with other non-English speaking areas, notably the twinning program between Ontario and Japanese classrooms. Biggest success story to date has, of course, been in the Caribbean, where more than 3,500 classrooms are now twinned with Ontario classrooms throughout the province.

In a report, Project Co-ordinator George Mason points out how interest in the project is gaining attention and interest in many parts of the world. Much of this information is embodied in the editorial in this issue of The Link.

Japan

As reported in our last issue, Japanese students requested sister schools in Ontario. Eight classes of each country were twinned and letters arriving are full of enthusiasm (see Canadian Martyrs' School article in this issue). At the present time the Japanese government is planning an extension of the program and many more requests for twinning are expected within this school year.

England

Mr. Mason recently met with officials of the Commonwealth Youth Exchange Program regarding the twinning of schools in Ontario with those in England.

Ontario-Quebec

At a meeting of the Ontario-Quebec Permanent Commission a program was approved to twin grade seven and eight classrooms in Ontario with those in Quebec. Mr. Mason reported that "mechanics are now being worked out" to put the program in operation. Where the difference in language is involved, Mr. Mason believes that, as in the Japan exchange, "language should not be an obstacle . . . it should be an education."

Let's Go!!

It is hoped that the enthusiasm for Project School-to-School in other nations and localities will spur those involved in the original Ontario-Commonwealth Caribbean program to even greater interest and activity.

OF INTEREST TO CARIBBEAN TEACHERS

The Ontario school year beginning in September of 1971 and ending in June of 1972, has been broken down into three terms.

The First or Fall term begins September 7, 1971, and ends December 22, 1971.

The Second or Winter term begins January 3, 1972, and ends March 17, 1972

The Third or Spring term begins March 27, 1972, and ends June 30, 1972

Trip To "Ex" Highlights Visit Of 25

MONDAY, AUGUST 23, 1971

—An important day in the lives of the 25 students from Turks and Caicos Islands in the British West Indies. The day they arrived in Ontario to visit Canada under the auspices of Project School-to-School.

Upon their arrival they were conducted to the Department of Education, 16th floor of the Mowat Block in Queen's Park, by R. C. Johnston, Special Projects Co-ordinator.

A special film was shown to them by George Mason, Co-ordinator, Special Projects Unit. These youngsters watched with delight as the film illustrated the progress taking place in other parts of the West Indies: new school buildings, scientific equipment, stenographic training, etc., all made possible through Project School-to-School. The students talked with the Administrator, Mr. Mason, and Operation School Supplies Co-ordinator, Mr. Johnston, on numerous subjects including the great progress they have made and the wealth of knowledge gained through communication with Project School-to-School.

Their visit included a luncheon at the Legislative Building, Queen's Park. Mr. Johnston received them and expressed pleasure in having the students visit and also his outstanding regard for the ultimate aim and purpose of working with Project School-to-School. Mr. Mason

(Please Turn To Page 4: CNE Visit)

" . . . LOVE BETWEEN PEOPLE . . ."

The children of St. Peter's School, Trenton, Ontario, have recently undertaken a special project of their own in rounding up definitions of Project School to School.

Placed throughout this edition of The Link you will find some of the definitions and the names of the authors.

AT THE "EX" WITH EDUCATION MINISTER Robert Welch, students from Turks and Caicos Islands are obviously enjoying this part of their visit as they learn that Ontario is for Living (in the Pavilion behind them) and that the CNE is for fun.

More Schools Twinned With Caribbean Partners

As promised in our last issue, we list here additional names of some of our newly-twinned schools. A warm welcome to you all. May your links be strong and fruitful.

Highview Elementary School in Hamilton, Ontario was twinned with St. Ignatius Upper School in British Honduras.

Norseman Middle School in Toronto, Ontario was twinned with Pierson High School in Turks and Caicos.

Conant Public School in Oshawa, Ontario was twinned with Plymouth Primary School (ages 12-13) in Montserrat.

Central Public School in Burlington, Ontario was twinned with Plymouth Primary School (ages 11 plus) in Montserrat.

Central Public School in Burlington, Ontario was twinned with Plymouth Primary School (age 10) in Montserrat.

Gilmore Public School in Windsor, Ontario was twinned with Kinsale School (ages 11-13) in Montserrat.

Prince Philip Senior Elementary School in Niagara Falls, Ontario was twinned with St. John's School (grade six) in Montserrat.

Westmount Public School in Oshawa, Ontario was twinned with Plymouth Primary School (ages 9-10) in Montserrat.

Winona Public School in Winona, Ontario was twinned with Kinsale School (ages 9-12) in Montserrat.

York Mills Public School in Willowdale, Ontario was twinned with St. John's School (grade five) in Montserrat

Memo Reminders To Principals

A memorandum to principals of elementary schools throughout Ontario pointing out the rewards offered by Project School-to-School has gone forward from J. F. Kinlin, Assistant Deputy Minister of the Department of Education.

Mr. Kinlin also issued a reminder that project kits are available from the department and are sent to principals and teachers upon request.

The memorandum was accompanied by a brochure which outlines the objectives of the Project.

And from several Commonwealth Caribbean Project School-to-School Co-ordinators Toronto's Special Projects Unit offices have received copies of circulars distributed to principals of their Primary and Secondary Schools in support of Project School-to-School. Their co-operation and assistance is appreciated.

Now, teacher and student, it's all up to you.

Project Definition

"Getting to know someone in another country is an exciting experience."

Ivana Zampieron
Hilltop Public School
Weston, Ontario

Twinning of 24 Bahamian and Canadian Schools Lauded

by D. R. Bowen

The Ontario-Commonwealth Caribbean school twinning program offers itself as a timely medium for human communication and augers well for clear mutual understanding and co-operation between the young people of Ontario and the young people of the Bahamas.

During the past academic year 24 Bahamian and Canadian Schools were twinned.

A class of sixth graders from Fairview School, Pembroke, Ontario, visited the Bahamas last year. During their stay, the youngsters spent a delightful day at Highbury High School and visited various places of interest.

Just recently, school children from Highbury High School and Columbus Primary flew to Ontario as a result of the pen-pal correspondence with Canadian children.

We wish to congratulate John F. Kennedy Secondary and Woodes Rogers Primary Schools for their contributions to Project School-to-School.

To all Canadian teachers, it gives me great pleasure to extend greetings to you on behalf of the Bahamian people, and our sincere wishes for a successful academic year 1971-1972.

From the entire staff of Special Projects Unit, Project School-to-School in Toronto, Ontario.

To each of you involved in the Project A MERRY, MERRY CHRISTMAS!

Project School-to-School is important to all of us all of the time, but at Christmastime, thoughts are warmest, greetings are cheeriest, links are strongest.

the link

MESSAGE FROM THE EDITOR

Back in 1968 when Project School-to-School came into being, it was never anticipated that the school twinning program would ever extend beyond the confines of the Commonwealth Caribbean. However, teachers in growing numbers have been recognizing the educational and social values derived from having young people participate in cross-cultural programs

In 1970 over 3,500 Ontario schools ranging from pre-kindergarten classes to teachers' colleges at the university level were twinned with their counterparts in the West Indies. Many one and two-way student exchange visits were also conducted. During the same year eight elementary grades were twinned with schools in Japan and because of the enthusiasm and interest shown by teachers and pupils alike, a formal request to extend this program has been submitted to the Japanese Government

A small number of classrooms have been twinned with schools in Korea, Laos and England and only recently discussions were held with officials of the Commonwealth Youth Program and it is expected Project School-to-School will be extended to England in the very near future.

In November of this year English-speaking pupils attending grades seven and eight in schools in Ontario will be twinned with French-speaking pupils attending schools in the Province of Quebec. It is hoped the bilingual and bicultural features of this program will do much toward strengthening the bonds of co-operation and understanding between French and English-speaking Canadians.

Teachers of all grades and disciplines, including specialists, are invited to register their classes in Project School-to-School; to encourage pupils to research and prepare projects reflecting their historical and cultural heritage and to then share them with young people living in an entirely different cultural environment. Teachers will be pleasantly surprised to observe the motivational value school twinning can have on young people who have never before shown any particular interest in social studies.

The 1971-72 school year is going to be a challenging year for the Special Projects Unit, the West Indian Project School-to-School Co-ordinators and hundreds of participating teachers in Ontario, Quebec, the West Indies, England and Japan; however, it is hoped the satisfactions will be many.

By forwarding correspondence and classroom projects on a frequent and regular basis, by patiently waiting for a response from a remote mountain village or a northern mining community; by being respectful of the cultural and ethnic differences, a direct contribution toward world peace and understanding can be made by Project School-to- School.

GEORGE J. MASON
Co-ordinator
Project School-to-School
Special Projects Unit.

Project Definition

". . . helps you to learn about other parts of the country and to make friends with our unknown brothers and sisters."

Karen Amore,
St. Peter's School,
Trenton, Ontario.

What's Doing?

Please tell us what YOUR classroom is doing for Project School-to-School. A real life visit? A tape-recorded visit in spoken words and songs? A visit through art, handcrafts, written words? We welcome news from teachers AND students and we particularly enjoy pictures to go with your reports. This is your newspaper. Write to the Link soon at Special Projects Unit, Ontario Department of Education, 16th Floor, Mowat Block, Queen's Park, Toronto, Ontario, Canada and tell us all "what's doing" at your school.

Project Definition

" . . I think that symbol means that we can communicate with people hundreds of miles away and they can get lots of information of our country and vice versa."

Peter Finlan,
St. Peter's School,
Trenton. Ontario.

Project Definition

". . . means getting to know our fellow man. It also means that we have the chance to get to know our far away countries without books and pens."

Judy Johnston,
St. Peter's School,
Trenton, Ontario.

—o—

Project Definition

". . . means close understandings and friendships with one another."

Jimmy D'Amico,
St. Peter's School,
Trenton, Ontario.

—o—

Project Definition

". . . means love between people who care and to help and be known in life."

Anthony Shettell
St. Peter's School,
Trenton, Ontario

—o—

Project Definition

" . I think this project is very educational and I could learn a lot about it. I could also make new friends with your help."

Gordon Dixon,
St. Peter's School,
Trenton, Ontario.

—o—

Project Definition

" . . means to me more Love and Friendship in the world. Also, picturing a friend you've never seen before."

Rosanne Rohatinsky,
St. Peter's School,
Trenton, Ontario.

ONTARIO'S MINISTER OF EDUCATION, ROBERT WELCH, WATCHES as George Wilson, newly-appointed assistant to the Co-ordinator (Ontario) of Project School-to-School, describes the latest in educational aids to an absorbed group of young visitors to the CNE, Toronto's annual Canadian National Exhibition (the tousle-head in the foreground is patiently waiting his turn at the controls of another machine designed to make education easier and much more exciting). Mr. Wilson's appointment was announced in September by George J. Mason, Administrator, Special Projects Unit, Curriculum Division of the Ontario Department of Education.

Outlines Project In Campus Visit

Reg Johnston, Co-ordinator, Operation School Supplies, recently addressed a seminar at the University of Waterloo in Ontario, outlining some of the activities carried on by the Special Projects Unit.

Both faculty and students were very much interested in the program of aid extended to needy schools in the Caribbean.

Particular attention was given to the analyzing of the Northern Program of Eye Care by doctors and senior optometrists and also to a report and coloured slides showing the team at work in Turks and Caicos Islands.

The 200 participants enthusiastically applauded the Special Projects Unit for initiating the Caribbean program and the Ontario Department of Education for its involvement in such a worthwhile activity.

—o—

ANNOUNCEMENT

The Link has received word of the appointment of Miss Eileen Blackhurst as Assistant Co-ordinator, Project School - to - School, Office Superintendent of Catholic Schools, in Nassau, Bahamas. Welcome, Miss Blackhurst.

—o—

Speaks To Combined Women's Institute

Reg Johnston, Co-ordinator of Operation School Supplies and Aid addressed a combined meeting of the Women's Institute of Thornton, Crownhillll, Hillsdale and Craighurst in Thornton on October 20th at the monthly meeting of the Institute.

Some 50 ladies gathered at the home of Mrs. Kathleen Lennox to hear about the work being carried on in the Special Projects Unit of the Ontario Department of Education.

The President, Mrs. Sjerp, thanked Mr. Johnston for coming to inform the members of the magnificent contribution and participation by Ontario citizens to such a worthy project.

All members expressed enthusiastic support for the program and asked how they too could assist in being a part of the program.

—o—

Project Definition

". . . is an understanding of another country foreign to ours. Also, every friend you can get in this world is a blessing."

Matthew Niedzwiecki
St. Peter's School,
Trenton, Ontario.

Science Corner

Opportunity In Science Program For Classroom Use

The Science and Engineering Clubs of Canada's SECCAN News has announced that Ontario high school students and those all across Canada can receive audio and audio visual programs on a wide range of scientific subjects. Canada's Youth Science Foundation, a national organization promoting extra-curricular science activities, is sponsoring a series of taped programs which will cover scientific and technical events, presented by outstanding Canadian scientists and engineers.

SECCAN reports that the series will include: "talks, lectures, biographical and on-the-job interviews, discussions between students and teachers and Canada's leading scientists in such fields as chemistry, physics, biology, agricultural sciences, aeronautics, space, mining and metallurgy, mathematics, meteorology, earth sciences, astronomy, oceanography, atomic energy, natural resources and many scientific, technological and socio-scientific aspects of the environment."

There will be ten separate programs, issued monthly starting with September, 1971. These programs will be available only on standard, audiotape cassettes and the annual subscription, for the complete set of ten, is set at $60.

The Link feels such a series will be of extreme interest to the students, great assistance to their teachers, and a giant step toward utilizing science to better the world in which we live.

Congratulations, Youth Science Foundation!

A GEOMETRIC PUZZLER

If you were given six matches to form four equilateral triangles, with each angle equalling 60 degrees, how would YOU solve this problem? See page four for the solution.

Sees Science As Subject Start At Early Age

by: Sewh Persaud

There has been a tendency in the past to regard Science and its various branches as subjects that are too complicated and difficult to introduce to the young child. Many times most teachers complain of the difficulties in explaining the numerous scientific principles and this has proven an insuperable barrier to the teaching of Science at an early age. To make matters worse many teachers thought that Science can only be taught with the aid of special laboratories or at the very least of a supply of very expensive apparatus. This is an erroneous idea.

On the other hand there is no denying the fact that a keen interest in the simple facts and principles of Science can be aroused in the highly receptive mind of the average child of eight to ten or even younger. In many cases the desire to delve more and more deeply into the subject is not maintained as the mind develops. Even so an early enlightenment into the elements of Science can be of no loss to children. Knowledge instilled at an early age is more likely to make a lasting impression than that imparted later when a subject is taken up and then dropped so that even if the study of Science is not continued the children have had the opportunity of acquiring a useful groundwork of general scientific knowledge.

It is your duty to put such in simple language, such that the tender mind can assimilate. Scientific terms must of necessity be introduced from time to time but these must be to a minimum and must be explained as fully as possible. Scientific facts and principles are introduced, deducted from simple experiments of everyday life. It is hoped that an early impression can be created that Science is not merely some subject to be crammed up in the lecture rooms and laboratory, but is intimately bound up with the ordinary things of life.

The apparatus necessary for showing the simple principles can be improvised and this presents no difficulty even in a poorly equipped school.

Skeldon C of S School, Magazine, Guyana.

Japanese Shopkeeper, Even Youth On Street, Offer Aid To Translation Woes

by Sister E. Monahan

On January 27, 1971, the grade six class of Canadian Martyrs' School, Toronto, entered the Project School-to-School with Shinkanoaka Primary School in Sakai, Osaka, Japan. The project was initiated by the Canadian children writing general letters introducing themselves to the Japanese children. From these, the children in Japan were twinned with individual pen pals. Since our class was considerably smaller than the Japanese classes, many of the children have received letters from five or six Japanese children.

The problem of having these letters (most of which were written in Japanese) translated has ironed itself out because of the enthusiasm of the children in finding people from Japan who are now living in Toronto. Contacts have been made through parents' places of business, neighbourhood shop keepers. One boy even stopped a young man on the street and asked him if he were Chinese or Japanese. The man was Japanese and translated his letter right there.

Correspondence has continued through these few months mostly on an individual letter writing basis. The calibre of the work which the Japanese children sent has had a direct bearing on the type of work our children send back. They have become meticulously careful about their spelling and grammar, as well as the neatness of their writing. Eleven year olds do tend to be untidy workers at times.

Besides letter writing, small booklet projects made up of pictures, Haiku poetry, picture stories, science projects and art work have been sent to Japan. Our last shipment included a cassette tape of the children singing some Canadian and Japanese songs.

The children have studied in depth the way of life of Japanese families in the cities and rural areas. Numerous Educational School Telecasts suited to their age level, film, slides, and filmstrips have enhanced their visual concept of the country.

In March of this year I took a group of interested students to the Japanese Canadian Cultural Centre in Wynford Drive to attend the "Spring Festival". It incorporated the Tea Ceremony, singing, dancing, sports and many other arts and crafts of Japan. The children were so delighted with it that they put on their own Festival for their parents.

These are just a few of the ways in which the children educated themselves to grow in understanding and, I think I can say at this point, love their friends in Japan.

As for concrete results in the classroom, I feel that this project has helped these children become very open to the people of Japan and to people of any foreign land. They seem to have become more conscious of sharing their resources and in helping others become aware of their own potential.

A recent visitor who is on leave from missionary duty in Japan, remarked with amazement that these children asked questions of a much deeper nature than those of their own age in classrooms not involved in such a project.

—o—

Project Definition

". . . is like a bridge over the ocean so that I could walk across and extend my hand to a friend."

Bobby Goyett,
St. Peter's School,
Trenton, Ontario.

Grade Fives Mail Individual Notes To Japanese Pals

by J. F. Beveridge

Following receipt of the address of our "twin" I arranged for a Grade Five class to provide the initial letters for exchange with Japan. Grade Five was selected since the pupils are mature enough to compose comprehensible and informative material, are interested in such activities, and are likely to be with us for another year. The latter I considered desirable since I assumed there would be some passage of time between exchanges of material.

From Japan, we received individual replies to those who had written, approximately 32 letters, plus a reply to myself, all printed in Japanese, together with some material illustrative of life in Japan. I anticipated some difficulty in having these letters translated, but was pleasantly surprised to see the pupils find friends who had friends who read Japanese. All the mail was translated within a few days.

Our class then prepared a set of "projects" on Toronto and Ontario. This operation, preparing the information for transmission to Japan, was in itself a learning situation for our pupils. This package was mailed in June.

I feel the exercise is worthwhile for the pupils and others connected with the school. Communication has been initiated between themselves and other nationals and this communication is itself sufficient justification. News items and other reports of Japan now have some significance for the pupils involved, since they have "friends" there and these friends may be involved in what is happening.

A TYPICAL CLASSROOM in a West Indian school.

Saint Vincent Report Notes Progress of Ontario School

by C. Edgerton Scott

Greetings!

To the teachers and pupils of Ontario I send you warmest greetings.

The pages of history will always bear record of those who participate in Project School-to-School; and more so of those who launched it.

No longer do we speak in terms of Canada and the Caribbean as separate nations but as one people.

Project School-to-School has brought about this change and you are involved.

At this point I must mention the wonderful drive you have made in making the Ontario-Troumaca Junior High School a reality. The school is gaining island-wide interest and everyone looks forward to its completion.

The praise is yours.

We look forward to yet closer link and co-operation in the years which lie ahead.

Hold high the flame, let it burn.

Japanese School In Otsu City Describes Twinning

Editor's Note: The following is text of a Letter from Katsuragawa Primary School, Otsu City, Japan to twin Rawlinson School, Toronto, Ontario.

May, 1971.

It is already over a year now since Expo 70 in Japan opened.

On Ontario Day I asked Premier Robarts if our school could exchange information with another in Ontario. We are overjoyed that your school and ours have become sister schools.

In Japan, the school year ends in March and a new year begins in April. With cherry trees in bloom in the countryside, the cute Grade One students have started a new term.

This past month has been a very busy one for the staff. Besides getting acquainted with the new students we have had to arrange a course of study for the new school year (April 1971-March 1972). With the reports and schedules finally finished we are beginning to feel settled.

Our school is located in the northern outskirts of Otsu City. It is an isolated village between mountains. This year there are 71 students enrolled. We have combined two grades in one class and are experimenting by teaching some subjects to both grades. Living in an isolated village, the children do not have much contact with the outside world. What little information they receive is through radio and television. The finances of the school board do not allow for any trips to interesting and educational places.

Last year we had a visitor from Ontario. With his information and through the association with your students, our children's world has been greatly broadened, thereby influencing in the making of fine responsible adults. We are very happy about this.

We hope you will continue to extend to us your kind friendship and guidance. It is greatly appreciated. We pray for your success and happiness.

—o—

Project Definition

". . . is like a family reunion. Meeting relatives or people you never knew existed."

Carolyn Fraser,
St. Peter's School,
Trenton, Ontario.

Most Dominica Schools Twinned; Spokesman Asks More Pupil Exchanges

by Peter E. George

Most of the 58 primary schools and a couple of secondary schools are twinned, but the twinning is not active in every case. There has been a long silence between some schools and their twinned partners.

Efforts have been and are still being made to break that silence and render the twinning active in all cases. Where the schools at this end are responsible they are advised to resume communication with their partner schools at the other end, and where the latter are responsible efforts have been made by the co-ordinator here to get in touch with them through Co-ordinator Mr. Mason. In other cases the schools here have been advised to be twinned anew. All these efforts have, to a great extent, brought fruitful results.

Where the twinning is active there has been a considerable amount of pupil exchanges in the form of letters, drawings and paintings, carvings, and Social Studies projects.

Mr. George Mason, Co-ordinator Project School-to-School, Ontario, Canada, visited Dominica from Wednesday to Friday, May 24 to 26. During his brief stay he visited a number of schools, the majority of which are twinned. He also held discussions with the Honourable Minister for Education and Health, Mr. H. L. Christian, the Chief Education Officer, Mr. B. O. Robinson, and the local Co-ordinator, Mr. Peter E. George.

On Monday, June 7, six pupils (four girls and two boys) of La Plaine-Karine Government School, accompanied by one of their teachers, left Dominica for Canada on a one week exchange visit. The visit was organized by Karen Public School of North York with which their school is twinned. Their stay in Canada was a very enjoyable one.

Some samples of art and a few other items prepared by schools were forwarded to Mr. Mason in response to his request regarding the Project School-to-School literature for the 1971-72 School year.

I take this opportunity to send warm greetings to the Ontario teachers and to wish them continued success in their work.

Local Press, Radio, assist Twin Program

by A. E. Been

The period under review extended from June 1970 up to July 1971. Immediately following the First Seminar of Project School-to-School Co-ordinators at Toronto, Canada in May 1970, a lot of enthusiasm and interest in this project had been aroused throughout these islands. About twenty schools in the territory had been either twinned or newly retwinned with another school in Ontario. Of course the local broadcast and the local newspaper Conch News were used to give publicity to the activities of the School-to-School program. Circulars from our Education Department were sent to all schools of the territory to stimulate them to participate in the programme with energy and enthusiasm and the response was exceedingly great. Several empty mail-bags were generously given by the Ontario Department of Education. This greatly facilitated our exchange of mail correspondence and these mail bags we filled with our latest Conch Newspapers, with shell work and handwork: we returned them thus filled each month to Ontario, Canada.

The Ontario Department of Education from time to time mailed to us many items of interesting literature, calendars and other educational materials in connection with Project School-to-School. These were redistributed by our local Education Office to all the schools in the territory.

Supplies From Canada

In March, 1971 we were again favoured with a visit by Mr. R. C. Johnston, Co-ordinator of Operation School Supplies. We were happy to have him visit the larger schools of the area and to see the two new schools on Grand Turk and tour the building sites of new schools to be erected. Of course Mr. Johnston was able to see how well the Canadian school furniture and supplies were being used and particularly the Canadian desks and chairs in the two new schools on Grand Turk. Mr. Johnston did some very important pioneering work for Operation Eye Glasses while he was here on this visit. A special function was held to honour Mr. Johnston on behalf of the valuable Canadian educational aid we have been receiving from the people of Ontario, Canada from from time to time. We asked him to convey our gratitude to them on his return and especially to his colleagues and supporters at the Ontario Department of Education.

A most recent off-shoot of Project School-to-School is the project called "Operation Eye Glass" Its work began in full swing during the month of May, 1971 after the arrival of its first team of organizers. Now this Eye Glasses program has shown itself to be a tremendous benefit to the health of the school population as well as to the adult population of this territory. We hope this project will continue its good work for many years to come.

Under the able leadership of Mr. W. L. Inniss, Deputy Head of the government Secondary School, and his many supporters a vigorous campaign to raise funds for the Canadian P.S.S. tour came to an end in July, 1971 and as a result a team of about 25 Secondary School children from these islands visited Ontario, Canada under the auspices of Project School-to-School.

As They See It

Excerpts from the magazine of the Skeldon C of S School, Guyana.

Thanksgiving

Glory be to God most high,
For creating such a wonderful world
For mankind to enjoy all its splendour
And to live in a sphere of joy.

We thank Thee for Thy love for us.
For sending Your Son to die for us,
We hope to be worthy of Your love.
And will always thank the skies above

We thank You for the pretty flowers
And for each blessing that is ours.
Dear Lord, we give Thee thanks once more
Please help us to be thankful forevermore.

by Anand Persaud, Form 11A, Skeldon C of S School, Guyana.
Age 16 years.

Guyana My Country

A history which is moving fast
Have we, the people of Guyana
Far back is laid the anemic past
And gone are the days of Diana.

From the days of slavery
A land has risen
It is Guyana our dear country
Whose glory we'll raise to highest Heaven.

Covered with beautiful scenery
Which Nature's hand has made
And with picturesque greenery
By the same skillful hand laid.

Inhabited by no less than six races
Who came from far and near
Mingling their many graces
To make Guyana a land beyond compare.

Our forefathers have set the pace
To make our country free.
It is for us to win the race
And gain full liberty.

Let's join hands now
With hearts and souls united
And keep alive that spark
Our ancestors ignited.

by Deonarine Ramsarran, Form 3A, Skeldon

Project Definition

". . . is really neat. I mean it gives a great relationship to people. It's also a thrill waiting for a letter from another country.

Michael Hope,
St. Peter's School,
Trenton, Ontario.

Project Definition

". . . means sharing our thoughts, ideas and facts with new people. To learn about these people so that some day we may visit them. In summary, it's sharing."

Marie Cappuccitti,
St. Peter's School,
Trenton, Ontario.

Message From The H.M.

Think and know that each one of us is a peculiar Cosmic gift of mean order to Guyana in the world. Where we are now and would be hereafter we must love one another, be loyal and devoted, dedicated and tolerant and never be unmindful of truth and honesty in whatever we think and say and do.

As sober adult leaders of a young growing restless generation we are expected to discard gross ignorance and promulgate the necessary scientific knowledge which leads to freedom from slavery and laziness; that motivates towards significant development by way of beneficial production.

As young Guyanese it is your business, "youths", to learn effectively and work very assiduously. For a good and great Guyana forget foolishness, be of strong moral fibre and have much faith in the idea of the co-operative ideal as a way of life.

Assisting in fashioning useful Guyanese citizens for Guyana and the world is our serious mission. Therefore face up to the challenge with heroic courage and fortitude, grit and determination, whoever and wherever you may be.

And be reminded that humble stars in the sky may shine with the glory of the sun reflecting duties truly done. May peace profound in the midst of temptations, tests trials and tribulations abide with all of us.

H. A. Kendall,
Headmaster, Skeldon C of S School,
Guyana.

Project Definition

". . . means students from other parts of the world telling us about their country and customs and asking what our country is like. By this project we will be able to know more about different parts of the world and their people. To sum my idea about this project up I can use one word, 'friendship'."

Kathy Cervinka,
St. Peter's School,
Trenton, Ontario.

Morning

A cool mist lingers,
Dewdrops wake the silent wood . . .
The still night is dead.

Autumn . . . then Winter

Brisk winds, cloudy days,
Fallen leaves that meet their fate.
Moonlit nights with silver haze . . .
A gander calls to his mate.

Lonely echoes, a silent night,
Their cheeks are cold, but fire glows,
Savage wolves watch geese in flight . . .
Silence throngs, and winter snows.

Time

Night and day, the dance of moonbeams,
Four seasons, snowy mornings . . . lazy dreams,
The world in its sorrow, its splendor . . . its crime,
A lost tomorrow . . . the fear of today,
Fade and rejoin to make wondering time.

Jayne Ransberry
Lockerby Composite School
Sudbury

A FLASHBACK

A FEW YEARS AGO, Santa Claus travelled on a Canadian Armed Forces C130 Hercules aircraft to visit Turks and Caicos Islands. No doubt the children of the islands will be making preparations now, during the few short weeks to Christmas, for further visits from Santa.

BVI and Leamington Schools Exchange Tapes and Slides

by Quincy Letsome

The Twinning Project between the Mount Carmel Public School of Leamington, Ontario and the Road Town Primary School of the British Virgin Islands has progressed to such an extent that the pupils are really joining hearts and hands across the sea.

The postal packages, which are transported by land, air and sea to and from each of these schools are bulks of culture in exchange.

Grade Four of Mount Carmel Public School and Class Four of the Road Town Primary School enjoy this very much.

Climate Contrast

Certain common items or projects have been exchanged by each school. These include individual and class photographs. Letters have been exchanged in very cordial and friendly tones. Booklets and art have widened the scope of up-to-date knowledge of life in each respective area. Our Canadian counterparts' narrative and diagrams of snow and ice are new and interesting to us. Equally, our descriptions of beach, sea and sunny days are interesting to our twinned sisters and brothers; and we believe they long for such a respite from the cold.

On the Air

There are also specific items which have been exchanged. Grade Four of Mount Carmel sent us a tape recorder and also a taped program featuring poems, compositions and singing. In addition, there were messages for pupils and teachers; in particular, one from the principal, Mrs. Mary Scott. This tape was played over our local radio station for the listening public.

In return the pupils of Class Four of Road Town sent a taped casette, with poems composed by our pupils and with songs. In addition, a message from the Head Master, Mr. O. Lettsome. Our pupils and teachers also sent a large number of slides together with a slide viewer to our friends at Mount Carmel Public School. We are hoping that the quantity of slides we sent will make possible a slide movie of the many aspects of our sites and notable buildings.

To the Future

Now that such depth of friendship has been established by Grade Four and Class Four of Ontario and the British Virgin Islands respectively, let us hope for specific results.

First, that our exchange will continue. Secondly, that friendship among the pupils will grow to a pen-pal basis. Thirdly, that some form of exchange of visitors takes place; because apparently this is the only exchange to be considered now. Fourthly, the long term benefit: that of removing the barriers of distance, culture and establishing bonds of the future which will live on in succeeding generations.

I must express appreciation to Mrs. Mary Scott, Principal of Mount Carmel Public School, for making possible the depth of friendship our Grade Four and Class Four have established.

Project Definition

". . . means to me brotherhood, friendship, curiosity and love."

John Wilkinson,
St. Peter's School,
Trenton, Ontario.

Project Definition

". . . I really think Project School-to-School is a good idea, because when you read a letter you think you are really there."

K. Lagroix,
St. Peter's School,
Trenton, Ontario.

Project Definition

". . . means reaching out to foreign places and finding a new friend."

Nancy Byrne,
St. Peter's School,
Trenton, Ontario.

SOLUTION

(to problem page 2)

The function is to place three of the matches on a table top as a single triangle. Then arrange the other three matches in the form of a pyramid above them, extending one from each corner of the table-top triangle.

Very rarely will anyone free his thinking into the third dimension involved in this problem, so do not be disappointed if you did not solve it.

Project Definition

". . . The Symbol School-to-School means to me, two countries trying hard to unite each other."

Rebecca Llewellyn,
St. Peter's School,
Trenton, Ontario.

(Cont. from P. 1)

CNE VISIT

presented a flag to Mr. Leroy Innis, teacher and guardian during the visit, to be delivered to Mr. Alfred Been, Co-ordinator of Project School-to-School for Turks and Caicos Islands. Mr. Mason asked the group to accept the flag as a token of the love, the gratitude, the respect which the Turks and Caicos-Ontario twinning relationships will always maintain. The visitors were taken on a tour of the building by Miss Mishy Takata who also explained some of the workings of Canada's parliamentary government.

The "Ex" was a highlight of the agenda for the visiting students, and led by Mr. Mason the group soon became a part of the thousands who share in the carnival atmosphere and enjoy the beautiful grounds of the annual Canadian National Exhibition.

On their arival at the "Ex" the students met The Honourable Robert Welch, Minister of Education, whose spontaneous happy greeting and animated conversations quickly conveyed to the visitors his interest in and keen knowledge of all young people. Mr. Welch led the group to a facsimile of a school room, a showcase for the latest in academic aids, where the students exerted their knowledge, skill and patience as they manipulated the modern class room innovations.

The warmth and welcome extended to the visiting Project School-to-School guests by a devoted and hard-working staff and associates contributed greatly to the success and happiness of their stay. It is now obvious to the students that although it takes a great deal of effort and determination to make a trip from the Turks and Caicos Islands to Toronto, the knowledge gained makes it all worthwhile.

The Turks and Caicos Islands students visit is one more link in the chain growing between the Commonwealth Caribbean and Ontario young people.

Project School-to-School can span the gap between different creeds, colours and races, with the co-operation and active participation of all concerned — twins, teachers, co-ordinators.

Project Definition

. . . means that you meet new friends, learn about other countries, people and their way of learning and also about their work. Project School to School is a good way to communicate to different parts of the world."

Christine Whyte,
St. Peter's School,
Trenton, Ontario.

EYEGLASS SUCCESS IN TURKS, CAICOS
— SEE PAGE TWO —

the link

'The Link' is produced by Special Projects Unit, Curriculum Branch, Ontario Department of Education, for distribution to teachers in Ontario and Commonwealth Caribbean schools who participate in Project School-to-School.

HOW HUMBER SHOWS THE WAY
— SEE PAGE THREE —

THE LINK TORONTO, ONTARIO SECOND QUARTER, 1971

MORE THAN 1,000 SINCE FALL

Twinning Total Passes 7,000 Classrooms; Add More Daily

Since the start of the new school year September 1, 1970, more than 1,000 classrooms—500 in Ontario and 500 in the Caribbean—have been twinned one with the other.

The total of classrooms now twinned exceeds 7,000.

Although space is not available in which to print all the names of the newly twinned schools, we would like to welcome a few in each issue of the 'Link'.

Westmount Senior Public School in Thunder Bay, Ontario, was twinned on March 30 with All Saints Primary School in Antigua.

Red Lake Road School in Vermillion Bay, Ontario, was twinned on March 30 with Castle Bruce Government School in Dominica.

Courtice Secondary School in Bowmanville, Ontario, was twinned on March 30 with Diamond Government School in St. Vincent.

St. Lawrence School in Webbwood, Ontario, was twinned on March 31 with Barrackpore Vedic School in Trinidad.

Sheshegwaning School on Manitoulin Island, Ontario, was twinned on March 10 with Whitby Primary School in Turks and Caicos.

Beverley Acres Public School in Richmond Hill, Ontario, was Twinned on March 10 with Whitby Primary School in Turks and Caicos.

Beverley Acres Public School in Richmond Hill, Ontario, was twinned on March 10 with Gilbert Institute Primary School in in Bermuda.

Harriett Todd Public School in Orillia, Ontario, was twinned on March 15 with Fond St. Jacques Combined School in St. Lucia.

George Webster Elementary School in Toronto, Ontario, was twinned on March 15 with Cassava River All Age School in Jamaica.

Roxborough Township Public School in Moose Creek, Ontario, was twinned on February 16 with St. George's School in St. Kitts.

—o—

Project Definition

". . . helps us to learn more about another country by corresponding through art, music and other forms of culture."

Christine M
Bellwood Public School
Windsor, Ontario

ONTARIO'S NEWLY-APPOINTED Minister of Education, Honourable Robert Welch, upon giving his enthusiastic support to the Ontario-Commonwealth Caribbean and Ontario-Japan school twinning programs, receives a Project School-to-School button from Co-ordinator George Mason.

Minister Endorses Project As Giving "Bright Future"

Enthusiastic support of Project School-to-School has been voiced by Ontario's newly-appointed Minister of Education, The Honourable Robert Welch.

Mr. Welch, appointed when the Honourable William Davis was elected party leader and thus moved to the Prime Minister's office earlier in the year, said that communication was the key-note in the Ontario-Commonwealth Caribbean school twinning program.

"If young people from different racial and cultural backgrounds learn to understand and respect the other's point of view through active lines of communication, the future will indeed be bright", he said.

"Project School-to-School provides thousands of young people with an opportunity to establish personal friendships and to exchange classroom projects reflecting their cultural and historical backgrounds", he said. "I can think of no better way of making the social studies program an exciting and true-to-life experience for our young people".

Mr. Welch concluded: "In lending my support to the school twinning program, I encourage teachers and pupils to enter into the spirit of Project Schol-to-Schooy by making a determined effort to break down the age-old barriers of time, and distance and thereby make a small contribution towards a brighter future."

—o—

Japanese Twin With Ontario

Project School-to-School has now been extended to Japan. During a visit to Expo '70 in Osaka, Japan, former Prime Minister John P. Robarts was asked by students if he would find them "sister schools" in Ontario.

George Mason, Administrator, Special Projects Unit and Co-ordinator of Project School-to-School, said problems of communication in the languages of the two student groups have been solved and eight elementary classrooms in Ontario are now twinned with an equal number in Japan. Mr. Mason went on to say that the extension of Project School-to-School to Japan is the result of the former Prime Minister's involvement.

The Ontario classes twinned are Grade 5 at St. Clare Separate School, Grade 6 at Canadian Martyrs' Separate School, Grades 3 and 4 at Lanor Avenue Public School, Grade 4 at Alexander Muir Public School and Grade 6 at Rawlinson Road Public School in Toronto; Grades 4 at Owenwood Public School and Willow Glen Public School in Clarkson, and Grade 3 at Mulmur-Mono Public School in Shelburne, Ontario. (Please see Song of Welcome from Canadian Martyr's School on page 4.)

OF INTEREST TO CARIBBEAN TEACHERS

The Ontario school year beginning in September of 1971 and ending in June of 1972, has been broken down into three terms.

The First or Fall Term begins September 7, 1971, and ends December 22, 1971.

The Second or Winter Term begins January 3, 1972, and ends March 17, 1972.

The Third or Spring Term begins March 27, 1972, and ends June 30, 1972.

Nicholson "Books" Caribbean Flight

The young students at Nicholson Catholic College in Belleville Ontario; recently said hello to their Caribbean friends in a very unique way. They sent books.

In recent weeks, Nicholson students, under the supervision of the college's sodality, collected every category of book that could be classed as pleasure reading. The result was 2000 volumes of fiction, classics, paperbacks, story books and picture books.

The drive was promoted by Operation School Supplies. Although a steady stream of reading material has been pouring into the Caribbean islands since the program's beginning in 1966, there is still a crucial need for books. In a recent pamphlet circulated by the Department of Education, it was stated that the need was not for textbooks but for volumes of pleasure reading. Nicholson students responded.

The books were shipped to Toronto by Smith Transport and flown via the armed forces to the Caribbean before Christmas. A second set of 2000 textbooks including a collection of English, science, history, georgraphy, French and mathematics texts were collected and sent to the Caribbean a short time later.

A special thank-you is extended from the Special Projects Unit to the students of Nicholson for a job well done.

—o—

Project Definition

"Getting to know someone in another country is an exciting experience."

Ivana Zampieron
Hilltop Public School
Weston, Ontario

Fall Event Planned To Open Project

Construction of the new school at Troumaca, St. Vincent, from funds collected by Ontario teachers and pupils, will be completed in time for opening ceremonies in September, 1971. It is expected that Premier William G. Davis will officiate at the opening ceremonies

The Grade Six class of Tumpane Street Public School, Downsview, Ontario, has been selected to be represented at the project schoolhouse opening in St. Vincent.

The class teacher and a student to be chosen by the students will fly to the Caribbean by Air Canada. The selection was made by The Hon. Robert Welch from the names of all schools and classrooms in the province who had made a contribution to the fund.

Decision to proceed with the construction was taken at a meeting in St. Vincent in late March. In attendance were Premier R. Milton Cato; Hon. Samuel Slater, Minister of Communications; Mr. I. Van Keane, Permanent Secretary; Mr. Stanley Orlowski, Chief Research Architect, Ontario Department of Education; and Mr. George Mason, Co-ordinator of Project School-to-School, Ontario Department of Education.

STUDENTS "BOOKING" A CARIBBEAN FLIGHT from Nicholson Catholic College in Belleville included, left to right, Mike Bradshaw, 17; Ellen Ross, 18; Charles Parsons, 15; and Janice Blaind, 18. More than 2,000 volumes were collected.

THIS NEWSPAPER

is produced by the staff of the Special Projects Branch, Ontario Department of Education, from offices at 40 Eglinton Avenue East, Toronto.

You are invited to send letters to the editor regarding suggestions for the improvement of "The Link", or comments regarding Project School-to-School, or related programs, in your classroom. Your criticisms, comments, and suggestions will be greatly appreciated.

Eyeglass Project Continues To Assist Students Enjoy Improved Vision

Continued success for the Operation Eyeglass programme was assured recently with announcements of support coming from the University of Waterloo School of Optometry and the Canadian Medical Association in the initial project being undertaken at Turks and Caicos. At the same time, the Co-ordinator, Reg Johnston, returned from a trip to the islands and announced that the eyeglass plans there had been finalized.

University to Assist

The Ontario Department of Education Special Project Unit had earlier sought the assistance of the School of Optometry, University of Waterloo, in obtaining vision screening and the subsequent vision examination and required correction for approximately 1200 children of the Grand Turk Islands.

Reg Johnston, Co-ordinator of Operation Eyeglasses, was a guest of Dr. M. E. Woodruff, Director of the Optometry Clinic, and Professor E. J. Fisher, Director of Optoometry at a luncheon held recently at the University of Waterloo.

Student Training

The School of Optometry is prepared to send students and supervisors with equipment to Grand Turk Island. The school is also prepared to provide continuity over an extended period of time. Service will be given while simultaneously augmenting the clinical training of its students.

The Faculty of the School of Optometry has had broad experience in conducting similar programs. The school presently operates a public clinic in Waterloo which serves over three thousand people a year. Since 1967, the faculty has operated screening and subsequent service programmes for the Adult Education Centre of Conestoga College, a four hundred bed Senior Citizen's Home, and two schools and a sheltered workshop for retarded children.

Proven Success

In the summer of 1970, the school began a service programme to the Indian population of the James Bay Zone for the Department of National Health and Welfare. Two visits have been made by Optometrical teams, each visit lasting approximately three weeks. This programme, originally conceived to serve school children, is now projected as a five-year programme of care for the entire population of the James Bay Zone.

The programme utilizes Optometrists in screening children and adults for ocular pathological anomalies and the detection and correction of ocular refractive conditions. This northern programme has the co-operation of the Ophthalmology at the University of Western Ontario. All persons who exhibit signs of ocular pathology are referred for treatment by the Optometrists to the Ophthalmologists from the University, thus providing optimum care for the maximum number of people.

The school of Optometry supports these programmes as they offer useful teaching opportunities. By having such programmes available, the student can enjoy his skills in a useful, responsible way with the knowledge that competent authority is available for consultation. The exposure to various increases the student's knowledge of people and visual problems of the broadest scope.

Reg Johnston recently commented that this offer of assistance by the School of Optometry, University of Waterloo will assure the complete success of Operation Eyeglasses.

Reading Class at Conch Bar Primary School, South Caicos.

Johnston Says Eyeglass Plans Ready For Test

Plans for Operation Eyeglass were finalized for Turks and Caicos during a recent trip by the Co-ordinator of Operation School Supplies, Reginald Johnston. The visit also stimulated interest in the Special Projects Unit through an extensive tour of the schools.

Mr. Johnston's tour of the schools took him to North Primary School, one of the newer schools which had been officially opened a month before his visit. Each of the ten classrooms has been provided with cross-ventilation. The school is equipped entirely with furniture donated by the North York Board of Education.

Mr. Johnston also had the opportunity of visiting the Primary School on Salt Caye, a school he has visited on previous trips. He was treated to a delightful program of songs and presentations by the children. They were accompanied by teachers on a piano which had been given as a gift to the school by the North York Board of Education.

Throughout his tour of the schools, Mr. Johnston was pleased with the enthsuiasm conveyed from both teachers and students, regarding Project School - to - School. There was not only an exchange of momentos between Mr. Johnston and the children, but an exchange of ideas and thoughts. His Honour, the Administrator Mr. W. E. Wainright, expressed enthusiastic praise for what is being done for the schools in Turks and Caicos by the Ontario people. He stated" . . . the people of Turks and Caicos Islands would be eternally grateful to the people of Canada for what has been done to further education."

On Friday March 5, a meeting was held for the purpose of discussing the eyeglasses program. To date, over 30,000 pairs of eyeglasses or lenses have been donated by the people of Ontario. The Government of Turks and Caicos will provide for the living accommodation of the team of optometrists and the opthalmologist during their stay. The team will be prescribing the required eyeglasses for both the children and adults of the islands.

CMA Offers Help For 1200

Dr. John Bennett of the Canadian Medical Association recently informed the Special Projects Unit that the Association is prepared to co-operate fully with Operation Eyeglasses to the extent of sending Dr. Howard Reed, Ophthalmologist from Winnipeg to Grand Turk Island in October.

He will examine childrens' eyes and prescribe the necessary eyeglasses for approximately 1200 school children.

Dr. Reed is quite familiar with a program such as this since he was instrumental in bringing about a very successful program of a similar type in Haiti.

the link

MESSAGE FROM THE EDITOR

Under the aegis of Project School-to-School, children in Ontario and Japan are learning to communicate through the exchange of classroom projects—without the benefit of a common language.

Although people from different racial and cultural backgrounds may use a common language, they often fail to 'communicate' with their neighbours whether they live nearby or in a far off land.

Project School-to-School is one means whereby teachers and pupils can learn the very important art of communication.

How often do you communicate with your 'twin' classroom?

Mr. George J. Mason
Administrator
Special Projects Unit

'The Link' is produced by Special Projects Unit, Curriculum Branch, Ontario Department of Education, for distribution to teachers in Ontario and Commonwealth Caribbean schools who participate in Project School-to-School.

Project Co-ordinator Returns From Island Task Force Visits

Project School-to-School Co-ordinator, Mr. George Mason, recently headed an education task force to Jamaica, Antigua and Barbados.

The task force consisted of Mr. Mason, Mr. David Steinhauer, Director of Cultural Exchange Programs and Mr. Robert Thomas, Assistant Director of Compensatory Out of Schol Education. The purpose of the tour was to hold discussions with Education officials regarding the various aspects related to student exchange visits.

Mr. Mason continued on to Dominica and St. Vincent. In St. Vincent, he was joined by Mr. Stanley Orlowski, Chief Research Architect, who is responsible for the preparation of plans and supervision of construction of the Junior High School to be erected at Troumaca, on the north west coast of St. Vincent.

As an International Education Year project, Ontario schoolchildren contributed over $50,000 to the building of the school.

From St. Vincent, Mr. Mason continued on to Trinidad and Tobago where he had a chance to visit many of the schools participating in Project-School-to School.

Two Pianos At Grand Turk

A request for two pianos has proven successful for Grand Turk Island.

The request was made of Mr. Reg Johnston, Co-ordinator of Operation School Supplies during his visit to the island last year. Although he could not give concrete assurance that the pianos might be given as a gift, he made every effort upon his return to acquaint Ontario school boards and the general public with the urgency of the request.

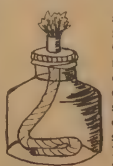
North York Board of Education responded by donating two used pianos. One of the pianos will be used in Salt Cay Primary School and the other in the Town Hall on Grand Turk Island.

The pianos are now on their way south along with a large shipment of student desks and chairs, a large quantity of reading material, duplicating machines and a number of teachers' desks and chairs.

Science Corner

AN ALCOHOL LAMP FROM AN INK BOTTLE

Secure an ink bottle with a metal top which screws on. Punch a hole in the centre of the metal top with a nail. Enlarge the hole until it is about 8 to 10 mm in diameter by using a circular motion on a triangular file inserted in the hole. Smooth the opening by using some hard, round device. Cut a piece of metal about 2.5 cm wide and 4 cm long from a soft metal can or piece of sheet metal. Roll this into a tube on a piece of dowel rod or other round wood stick of suitable diameter to fit the opening in the top of the ink bottle. Insert the tube in the top and let it go about 1 cm into the bottle. The tube may be soldered around the joint with the top and along the seam. A wick may be made from cotton waste, a bit of cotton bath towel or from a bundle of strands of cotton string. Be sure to have enough wick to extend to the bottom of the bottle and cover it. Use denatured or wood alcohol.



In hot countries a cap should be made to cover the wick when the lamp is not in use. An old fountain pen cap may serve the purpose. If a brass rifle cartridge is available it can be used to make both the tube and the cap by cutting it with a hacksaw at a suitable place.

A TUMBLER GARDEN

Grow various kinds of seeds in 'tumbler gardens'. Each pupil might grow a tumbler garden of his own and keep a day by day pictorial record of the development of the seedlings.

To make a tumbler garden cut a rectangular piece of blotter and slip it inside a drinking glass. Fill the centre of the glass with peat moss, cotton, excelsior, sawdust or some similar material. Push a few seeds between the outside of the glass and the blotter. Keep a little water in the bottom of the glass.

AT THE TIME of twinning arrangements between Humber College and the Commonwealth Caribbean State of St. Vincent and the Grenadines, Prime Minister Milton Cato was presented with a large circular rug (above) depicting the symbol of Project School-to-School. Mr. Cato is shown in the photo with Mr. E. Jarvis, Chairman of the Board of Governors, Mr. Gordon Wragg, President of Humber College of Applied Arts and Technology, and Mr. George Mason of Project School-to-School. Photo at right shows three Vincentians now attending Humber through College scholarships Wilbur Anderson, 21; Geoffrey Cato, 20; and Siebert Liverpool, 23.

HOW HUMBER SHOWS THE WAY

College Brings St. Vincent To Campus In Twinning Plan

Humber College of Applied Arts and Technology is not unlike a sprawling, ungainly giant doing its best to look presentable despite the noise and activity surrounding its construction. With each visit to the college, one is impressed more and more with the progress.

Several months ago, Humber was an unrelated mixture of shapes, colours and half-completed ideas. Today, yesterday's dream of the architect is very quickly becoming a reality. The campus, located on Highway 27 north of Woodbine Race Track, is unique not only in its construction. It is one of the few colleges that can boast of an entire Caribbean island being part of the campus.

PM Visits

Humber College was twinned with the island of St. Vincent through Project School-to-School in October 1969. On that significant date, St. Vincent also celebrated its independence. Prime Minister, The Hon. R. Milton Cato of St. Vincent, visited the college shortly before the statehood ceremonies and was presented with a large circular rug depicting the symbol of Project School-to-School. The rug had been made by students of the Queensway Campus. An invitation was extended at this time by the Prime Minister, to Mr. Gordon Wragg, President of Humber College, Mr. W. Trimble, Dean of Professional Development, and the President of the Student Union, to attend the statehood ceremonies.

Since the original twinning of Humber College and St. Vincent, both have been very active in their communications. To date, Humber has sent gifts of books, typewriters and even one adding machine. Several selectric typewriters were sent only recently. Saguenay Shipping in Montreal has agreed to transport material for Humber to St. Vincent free of charge. Humber is responsible for the transportation from Toronto to Montreal.

Snowy First

Shortly after the twinning relationship was established, the college brought two young Vincentians to Toronto for a two-week visit. Rene 18, and Joel 19, arrived in typical winter conditions and were greeted by members of the college staff who sported extra winter coats and mittens for the young guests. For two students who had never before seen snow, it was quite an experience. During the following two weeks, Rene and Joel attended classes at Humber and were treated to various tours of the city and parts of Ontario by the college students.

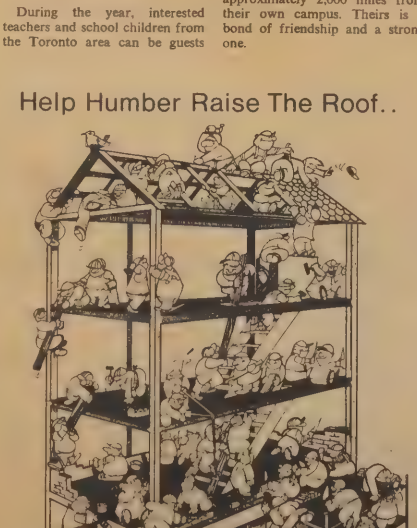
Humber is also actively involved in raising money for the new junior vocational school on St. Vincent. Although President Wragg's various types of squash are not familiar to the reader, they are well known to the students and faculty members. Each year, Mr. Wragg puts his many varieties of flowers and vegetables on sale and the money is put into the school-raising fund. In December 1970, the social highlight for the students was a Vincentian Carnival. Once again, the proceeds went into the school fund.

Unique Show

During the year, interested teachers and school children from the Toronto area can be guests of the college for a brief "visit to St. Vincent". Some students have come from as far away as Parry Sound. The Humber bus will pick up the children at their school and transport them to the campus. They are treated to a program on St. Vincent including films and filmstrips and a display of crafts which have been sent as gifts from the island. Hosts for the program are three Vincentian students who are studying at the college this year and Mrs. Doris Tallon, secretary to President Wragg. Teachers who are interested in having their class visit Humber College for the purpose of attending the program are invited to contact Mrs. Tallon.

The students of Humber College are indeed unique. They are not only interested in their own education, they are interested in the education of young students approximately 2,000 miles from their own campus. Theirs is a bond of friendship and a strong one.

Help Humber Raise The Roof..



OF A JUNIOR VOCATIONAL SCHOOL ON THE ISLAND OF ST. VINCENT, W I

Further details and information or fund raising suggestions contact Doris Tallon Co-ordinator

Contributions to be sent to The Treasurer Mr. D. Horne (cheques to be made out to Humber College, St. Vincent fund)

To Return Home As Engineers When College Days Over

In September of 1970, three young men arrived in Toronto to begin a three-year course in civil engineering at Humber College of Applied Arts and Technology. None of the trio had visited Canada before and they were faced with many very new and challenging experiences.

Today, they are three confident young men, well known to the students and faculty at Humber. Wilbur Anderson, 21, Geoffrey Cato, 20, and Siebert Liverpool, 23, are just ending the first year of the civil engineering course. Their tuition fees and books are being paid for by the college.

Despite their busy class schedules, the young students often take the time to act as official hosts to the visiting school children who take part in the College's St. Vincent program. After graduation, Wilbur, Geoffrey and Siebert are planning to return to their Caribbean island of St. Vincent, where they intend to put their knowledge to use.

Barbados Plan To Step Up P.S.S. Program

By Chester McClean

Duty took its role in the form of a visit to the Ministry of Education during my recent vacation spent in my homeland, Barbados.

A meeting was arranged with Parliamentary Secretary, Senator Odessa Gittens and Mr. Goldborn A. Brathwaite, Co-ordinator of Project School-to-School. Talks were centred on the relationship between Barbados schools and their counterparts in Ontario. Mr. Brathwaite stated that twinned schools were still corresponding between each other, but International Education Year 1970 had slowed the progress of the P.S.S. program. Internal projects such as an Art and Handicraft Exhibition by a large number of schools and Conferences involving cabinet members, teachers and himself had attributed to this. He promised, however, that now I.E.Y. 1970 had ended, more effort would be concentrated on Project School-to-School.

The Co-ordinators were thanked for all material and information sent. Kindest regards were also extended to all those who made the first seminar possible.

Project Definition

". . . means to me a way to know each other, a way to love, a way to learn about other ways of living."

Benoit Cousineau
Saint Gabriel School
Ottawa, Ontario

Teachers Again Reminded Of Addressing Mails Procedures

Teachers were again reminded recently that some mail destined for twinned schools is apparently going astray due to insufficient addressing.

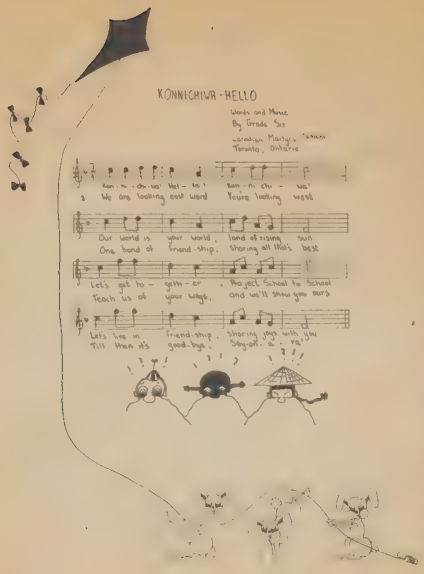
The directive suggests that when addressing mail to your twinned school, please check to see that the teacher's name, name of the school and proper address of the school, is indicated on the envelope. If students are sending letters to their pen-pals, inform them that the letters should be sent to the school that the pen-pal is attending. The name and address of the school must also be indicated on the envelopes.

Mail flown by Air Canada from the Caribbean is brought directly to the Toronto office to be distributed to the Ontario schools. If the proper address and teacher's name does not appear on the envelope, it is very difficult to find the proper school. Your assistance in helping to eliminate this problem will be greatly appreciated.

If you are not certain of your twinned school's proper address, contact your local co-ordinator as soon as possible.

Project Definition

". . . means a new friend in a new land, learning and also having fun while getting acquainted."

Barb Silinski
Hilltop Senior Public School
Weston, Ontario

KONNICHIWA - HELLO
Words and Music
By Grade Six
Canadian Martyrs' School
Toronto, Ontario
We are looking east and west
You're looking west
Our world is your world, land of sunny sun
One band of friend-ship, sharing all that's best
Let's get to - geth - er, To get School to School
Teach us of your ways, and we'll show you ours
Let's live in friend-ship, Sharing joys with you
Till then it's good-bye - e - ee!

As They See It

POEMS FROM ST. FRANCIS XAVIER SCHOOL BRAMPTON, ONTARIO GRADE 4

A Bee in My Tree

My tree has a bee in it,
But I don't care one bit;
It just sits and sits all day
And it never plays all day.
It never plays with other bees,
It does not like to be free.
And that is the poem
Of the bee in my tree.

Mary De La Franier

• • •

Wind

How would you like
The wind to be
Soft and gentle
As you and me.

The big winds
Are called tornados
They don't just
Sweep up potatoes.

I like wind,
Soft and light
You often see it,
Dashing through the night.

Wind you really know,
Is not so bad at all
It just seems to stay there
Not like a balli-ball.

So that is all
I've got to say
About the wind
Swaying this way.

Maureen Fernane

• • •

The World

The world is round like a ball.
It is not shaped like a hall.
The wonderful air is all over me,
And the wonderful wind is
shaking the tree.

We were born on the earth
And it was born before our birth.
Have you ever looked at the sky?
Have you ever seen a bird pass
by?

The wonderful trees that blow
In the breeze,
It almost made me sneeze.

Damian MacLellan

• • •

OLD GRANDADDY

Old, Old Grandaddy sits upon an
old clock
All he ever does is sit upon an
old old clock
Sits upon the old, old clock that's
all he ever
Does.

Sit Sit Sit that's all he ever does.
Do you know why Old Old
Grandaddy sits
Upon that clock?
He sits upon that old old clock
because he never talks.
But! for one think we know
Old old Grandaddy sits upon
That old old clock.

Peter Hofer

• • •

The Rain

The rain is beautiful like a
rainbow
When it falls on the lane,
I think it is very plain to know
How beautiful is the rain.

When the rain falls on the grass
It shines like beads of quick-
silver,
I think it is very plain to know
How beautiful is the rain.

When the rain falls on the forest
It looks as if it is sprinkling a
nest
For a tired bird, taking a rest,
I think it is very plain to know
How beautiful is the rain.

Hugo Lima
Form 1
Belize Technical College.

• • •

The Blue 'Sacki'

The Blue Sacki with azure colour,
Is found among every twig and
bower,
Pecking at ripe fruits, worms and
insects,
To fill its thick and hungry chest.

At dawn, at noon and late
afternoon,
It whistles and whistles its lovely
tune
Soft as the wind and pleasant to
the ear,
It whistles as though it does not
care.

It's always wonderful to stand
and watch,
How this blue bird goes about
its catch
Fluttering, whistling, fluttering,
whistling
Seeking victuals for its tiny
nestlings.

Here and there and everywhere
In gardens it obtains its fare.
In and out of trees it goes,
At evening earns its blest repose.

You creature of the wood and
farm
Teach us, like you, to do no
harm,
And ever in our lives to render
Sweet songs that will enchant a
lover.

Irene Marshall
Kildonan Presbyterian School
Guyana

• • •

I'd Like To Be a Lighthouse

I'd like to be a Lighthouse
All painted and shining bright
And guide the struggling seamen
Into the harbour at night.

I'd like to be a Lighthouse,
Attractive, all scrubbed and
painted white.
I'd like to stay awake all night
And entertain the sailors from all
across the sea.

I'd like to be a Lighthouse
A-stearing round all night and
keep my eyes
A-shining on everything that sails
My Caribbean sea . . .
I'd like to be a Lighthouse
With the ships all watching me.

Mabel D. Hamilton
Bambarra Primary School

• • •

What's Doing?

If you have any articles regarding Project School-to-School in your class-room, please send them to us. What is your class doing? What types of projects are you exchanging with your twin? Do you have any suggestions or criticisms regarding the project? How do you think it could be improved? What would you like to see in "The Link"? WE would also like to have examples of poetry, essays or one-line thoughts written by your students. This is your newspaper.

Our address is: Special Projects Branch, 40 Eglinton Avenue East, Toronto, Ontario, Canada.

Seek Noah's Arc Tale In Patois

Canada is a bi-lingual country and the sound of French is quite familiar to Canadians. However, when travelling to the West Indies, Canadians are surprised to hear patois spoken on many of the islands.

In order that Canadian school children may have this opportunity of learning something about this interesting facet of West Indian culture, readers are invited to write the story of Noah's Arc in patois and send it to the editor of the Link.

This invitation is open to both teachers and pupils. One or two of the best stories will be selected and printed in future editions of the Link.

SUCCESSFUL EYEGLASS COLLECTION

Young Opinions On Project

Dear Sir,
The grade six of Chapleau Public School would like to thank you for asking us to collect glass frames for you. We gathered more than one hundred glasses and would be proud to do it again because we know we're helping people and it makes us feel very proud. Thank you again.
Yours truly,
Kim Lane
Grade 6
Chapleau Public Schoool
Chapleau Ontario

Dear Sir,
The grade six were happy to assist you in collecting these glasses. We all had pleasure in going around collecting the glasses. We put an ad in the paper with names of some people in our class. These people were phoned and the glasses collected.
Yours truly,
Janice Hawkins
Grade 6
Chapleau Public School
Chapleau, Ontario

Moss And Pirates, Swamp And Monster, Figure In Stories

THE ENCHANTED FOREST

One day, as I was walking in the forest carrying my canteen of water, a crooked, white haired man came limping toward me. He had a stick to support him. He asked me for a drink of water — after drinking the water he asked me where I was going —I told him I was crossing the forest. He told me it was an enchanted forest and anyone who dared set foot in it would be haunted for the rest of their lives.

I did not heed the old man's word. I kept walking deeper and deeper into the forest—it seemed as if the trees were watching me. I began to feel strange. My eye could hardly focus — sweat ran down through my shirt — my knees began to rattle. Suddenly I began to hear strange sounds as if something was coming toward me.

It was a pirate ship with pirates who were dead long ago. They had hid their gold in the forest and were coming back to watch it. They were singing:

"Ho! ho! ho! one bottle of rum
to a dead one bone."

This was turned to clanking of the chain which was long with a lot of padlock on it. I could stand it no longer. I fainted. When I awoke, there was no sign of the pirates. The only thing was that sea moss was all over me.

I was on my feet in a minute and off in the twinkling of an eye. After reaching my destination, I promised that I would never go into the forest again.

Leroy Samuels
Age 16
Montego Bay Technical
Institute
Jamaica

• • •

LEGENDARY FOREST OF NO RETURN

My feet were cut and bleeding. My whole body felt like bursting with exhaustion. I wanted to stop for a breather but my wind would not allow me.

I wanted to make it to the other side of the forest before nightfall. If I stopped now, I knew they would surely catch me. For weeks now I had been planning my escape from that wicked master of mine who whipped me for the least mistake I made. Now that I had my freedom nothing could ever stop me.

From what the old man in the cave at the foot of the mountain had told me, the forest that I was in was a forest of no return. It was said that anyone who entered it had never been heard of again. Legend said that this forest contained the ghost of a terrible monster that had laid waste to the country side hundreds of years ago and killed anyone who dared enter it.

As I recalled what the old man had said, chills started crawling up my spine. The forest seemed to get darker and more eerier all of a sudden and I started noticing sounds around me. I heard a twig snap behind me like a pistol shot. As I turned to see what it was, I saw it.

It was covered with slimy moss from a morass it was lying in nearby. It had eyes sunk deep into its head which blazed like live coals in a stove on a dark night. It had a long tooth protruding out of its mouth and blunted at the end. They were dirty and murky. Its claws were long and sharp. At the end of the nails were pieces of decayed flesh from animals it had feasted on. Everything about it looked terrible.

The old man had said it would not harm anyone unless they looked at the blazing eye it had in the back of its head. As I remembered this it started to turn around so that I could be trapped by the blazing eye. Before it could turn completely around, I spun and ran as fast as my tired feet would allow. This unholy being did not give chase. It just turned around and made some howling sounds that could be heard for miles around. It went back to lie in the morass to wait for some unwary victim to quench its thirst for flesh. When I reached the other side of the forest, I thanked the holy star for giving me enough strength to escape my master and the jaws of death in the forest of no return.

Gilmore Roye
Age 17
Montego Bay Technical
Institute
Jamaica

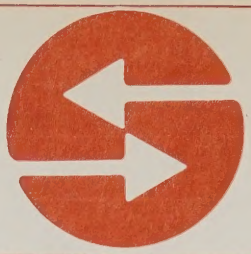
Leaves Unit

The former Co-ordinator of the Poetry Exchange Program, Langford Dixon, is no longer employed by the Special Projects Unit.

This announcement should not hinder young people from continuing to submit samples of their poetry for publiction in The Link.

Project School-to-School

Ontario Department of Education



16th Floor, Mowat Block,
Queen's Park, Toronto 182,
Ontario, Canada

Telephone 416/365-1320

The PROJECT SCHOOL-TO-SCHOOL symbol means many things to many people, e.g.:

-Social studies with a true to life meaning

-Communication between Canadian and West Indian youth

-A bridge between people of different cultural and racial backgrounds

-Student exchanges, etc., etc.

WHAT DOES IT MEAN TO YOU?

In 25 words or less, describe what the Project School-to-School symbol means or conveys to you:

_____

_____

_____

_____

_____

My name is _____

School attended _____

School address _____

_____

MAIL your entry to:

Project School-to-School
Special Projects Unit
16th Floor, Mowat Block
Queen's Park
Toronto 182, Ontario

AND RECEIVE A PROJECT SCHOOL-TO-SCHOOL BUTTON!

PROJECT SCHOOL-TO-SCHOOL . . . .

A PROGRAM CO-ORDINATED BY THE ONTARIO DEPARTMENT OF EDUCATION IN CO-OPERATION WITH THE MINISTRIES OF EDUCATION OF ANTIGUA, BAHAMAS, BARBADOS, BERMUDA, BRITISH HONDURAS, BRITISH VIRGIN ISLANDS, CAYMAN ISLANDS, DOMINICA, GRENADA, GUYANA, JAMAICA, MONTSERRAT, ST. KITTS, ST. VINCENT, TRINIDAD AND TOBAGO AND TURKS AND CAICOS ISLANDS.